

MARYLAND HIGHER EDUCATION COMMISSION

MEETING AGENDA

Time: 1 P.M.
FEBRUARY 12, 2002

Place: BOWIE STATE UNIVERSITY
Thurgood Marshall Library
2nd Floor Conference Room
14000 Jericho Road
Bowie MD 20715

**MARYLAND HIGHER EDUCATION COMMISSION
MEETING DATES 2000-2001**

2000

AUGUST	Education Policy	10:00 a.m.	Wednesday - August 9
	Finance Policy	1:30 p.m.	Thursday - August 10
SEPTEMBER	Finance Policy	1:30 p.m.	Wednesday - September 13
	Commission Meeting	1:00 p.m.	Thursday - September 28 Coppin State College
OCTOBER	Finance Policy	1:30 p.m.	Thursday - October 12
	Education Policy	10:00 a.m.	Tuesday - October 24
NOVEMBER	Commission Meeting	1:00 p.m.	Wednesday - November 1 Howard Community College
DECEMBER	Commission Retreat	5:00 p.m.	Tuesday - December 5 to
		5:00 p.m.	Wednesday - December 6

2001

JANUARY	Education Policy	10:00 a.m.	Wednesday - January 17
FEBRUARY	Commission Meeting	1:00 p.m.	Tuesday - February 13 Annapolis
MARCH	Education Policy	10:00 a.m.	Thursday - March 1
	Finance Policy	1:30 p.m.	Wednesday - March 7
APRIL	Commission Meeting	1:00 p.m.	Tuesday - April 24 Annapolis
MAY	Education Policy	10:00 a.m.	Thursday - May 3
	Finance Policy	1:30 p.m.	Thursday - May 31
JUNE	Commission Meeting	1:00 p.m.	Tuesday - June 12 Washington College

Education Policy and Finance Policy Committee meetings will be held in Annapolis.

Maryland Higher Education Commission

MEETING AGENDA

TIME: 1:00 pm
Tuesday
February 12, 2002

PLACE: Bowie State University
Thurgood Marshall Library
2ND Floor Conference Room

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Other Interested Parties

Adjournment

Information Reports distributed to Commission:

- Report of Programs Reviewed from October 16, 2001 to January 21, 2002 317
- Access and Success Multi-Year Grant Program Update*
- Status Report on Coppin State College Strategic Plan*
- Funding Guidelines Peer Performance Analysis*

*Distributed under separate cover.

The Maryland Higher Education Commission is committed to ensuring that individuals with disabilities are able to fully participate in and benefit from the Commission's public meetings, programs, and services. Anyone planning to attend a meeting of the Commission who wishes to receive auxiliary aids, services, or accommodations should contact Pat Bracey at 410-260-4516 or 1-800-735-2258 (TTY/Voice) by Friday, February 8, 2002.

MARYLAND HIGHER EDUCATION COMMISSION

Regular Session Minutes of Meeting

November 7, 2001

The Maryland Higher Education Commission met on Wednesday, November 7, 2001, at the Maryland Institute College of Art, Baltimore Maryland. Commission members present were John J. Oliver, Jr., Chair; Charles B. Saunders, Jr., Vice Chair; Edward O. Clarke, Jr.; Micah Coleman; Anne Osborn Emery; John L. Green; George S. Malouf, Jr.; R. Kathleen Perini; Donald J. Slowinski, Sr.; and Richard P. Streett, Jr. Commission members not present were: Dorothy Dixon Chaney and David S. Oros.

Staff members present were: Karen R. Johnson, Secretary; Anne M. Budowski, Assistant Secretary; Janice Doyle, Assistant Secretary; John A. Sabatini, Jr., Assistant Secretary; David Beard; Pat Bracey; Laura Filipp; Andrea Hunt; Michael Keller; Pace McConkie; Geoff Newman; Monica Randall; David Sumler; Cathy Tidwell; Ann Walker; and Linda West.

Others present: Clara Adams, Morgan State University; Kay Bienen, Maryland Association of Community Colleges; Laslo Boyd, University of Maryland University College; M. Clark, Montgomery College; Mona Clites, Allegany College; Joan Dove, University of Maryland University College; Mary Ellen Duncan, Howard Community College; J. Elizabeth Garraway, Maryland Independent College and University Association; Bick Jansak, Morgan State University; Todd Kelley, St. Mary's College of Maryland/Maryland Digital Library; Starrla Levine, University of Baltimore; Fred Lazarus, Maryland Institute College of Art; Abe Moore, Morgan State University; Charlene Nunley, Montgomery College; Julie Porosky, Maryland Digital Library; Mel Powell, Southern Maryland Higher Education Center; Earl Richardson, Morgan State University; G. William Troxler, Capitol College; and Ron Williams, Prince George's Community College.

CALL TO ORDER

Chairman Oliver called the meeting to order at 1:17 p.m.

WELCOME

Chairman Oliver acknowledged and thanked Mr. Fred Lazarus, President of the Maryland Institute College of Art, for hosting today's meeting, and extended congratulations on the College's 175th Anniversary.

Mr. Lazarus welcomed the Commission and staff to the College. Mr. Lazarus stated that the College was built in 1904, with 50 percent of funding from the State of Maryland and the other 50 percent from the Carnegie Foundation. The College has grown over the last decade and has a full-time enrollment of 1,300 students (1,150 undergraduate and 150 graduate), with 3,500 students participating in continuing education programs. The College has two major capital

projects underway: the Brown Center due to be opened in 2003, and a new dormitory/student union facility which will be opened in the fall 2002.

APPROVAL OF MINUTES

The minutes of the September 26, 2001 meeting were approved.

CHAIRMAN'S REPORT

Chairman Oliver introduced new Commission member, Dr. George S. Malouf, Jr., who was appointed to the Commission November 1, 2001.

Chairman Oliver stated that the Fiscal 2003 consolidated operating budget for higher education is among the agenda items that will be before the Commission today. Chairman Oliver stated that the State is facing reduced revenues as a result of the events of September 11th. While the Commission believes higher education should remain a priority, especially in times of economic uncertainty, it must be prepared for the inevitable fact that the next budget will not look like prior years. On behalf of the Commission, Chairman Oliver acknowledged receipt of letters of support for various funding initiatives and capital projects from legislators and concerned citizens, and expressed the Commission's appreciation on hearing from them. Chairman Oliver stated that the Commission will carefully consider staff recommendations and any testimony in light of the State budget situation, and will forward to the Department of Budget and Management and the Governor recommendations to meet the most pressing needs in higher education in the coming year.

SECRETARY'S REPORT

Secretary Johnson commented on Opening Fall Enrollment for 2001, stating that the total number of enrollments at Maryland's colleges and universities increased for the fifth straight year, rising by 5.3 percent. This is the highest college enrollment in the State's history. It represents the largest, one-year percentage change since 1974.

Secretary Johnson further stated that, in recognition of the Commission's efforts in supporting the Tolbert Grant Program, the Maryland Association of Private Career Schools acknowledged the Commission by presenting the Commission with a plaque. Secretary Johnson congratulated the Commission.

STUDENT ADVISORY COUNCIL REPORT

No report at this time.

FINANCE POLICY COMMITTEE REPORT

FY 2003 Consolidated Operating Budget

Ms. Janice Doyle, Assistant Secretary for Finance Policy, reported that Maryland statute requires the Commission to present a consolidated operating budget request to the Governor and General Assembly. The consolidated operating budget is to include a recommendation regarding levels of funding for higher education that is appropriate to achieve the goals established in the "2000 Maryland State Plan for Postsecondary Education." In addition, the budget requests for the University System of Maryland and Morgan State University were reviewed by staff within the context of the State of Maryland's Partnership Agreement with the U. S. Department of Education, Office for Civil Rights. The agreement establishes a set of priorities designed to enhance the State's historically black institutions. The total general fund request for all segments of higher education is \$1.5 billion, an increase of 15 percent over fiscal year 2003.

University System of Maryland:

Ms. Doyle stated that the University System of Maryland (USM) requested a general fund appropriation of \$978.4 million for FY 2003; a 12 percent increase over FY 2002. Staff recommended supporting the general fund request.

In addition, USM requested an additional \$6 million to fund items related to the OCR Partnership Agreement. These funds will be used to enhance academic programs, admissions and enrollment management, institutional financial aid management, and information technology at the historically black institutions (Bowie: \$2.3 million, Coppin: \$2.5 million, and UMES: \$1.3 million). Staff recommended supporting the request of \$6 million for enhancement funding.

Commissioners Green, Emery, Clarke, and Saunders inquired into enhancement funding for Coppin State College as it relates to the OCR Partnership Agreement and, in general, enhancement funding for all historically black institutions. Ms. Doyle noted that the OCR Partnership Agreement mandated an independent review of Coppin State College. The University System of Maryland and the Commission appointed an independent team to conduct a comprehensive study of Coppin. Based on the review, the team issued a series of recommendations in its September 2001 report on ways to enhance Coppin's academic programs, facilities and operating budget. The University System of Maryland and the Commission are currently reviewing the report. It is anticipated that additional funds will be identified to support enhancement initiatives for Coppin. Ms. Doyle also stated that, as agreed upon at the September 26, 2001 meeting of the Commission, the Commission will work with the University System of Maryland Board of Regents in moving forward on funding enhancements for Coppin State College as it relates to the OCR Partnership Agreement.

Morgan State University:

Ms. Doyle stated that Morgan State University (MSU) requested a general fund appropriation of \$61.8 million for FY 2003; an 18 percent increase over FY 2002. Staff recommended a general fund appropriation of \$57.1 million in FY 2003, an increase of 9 percent over FY 2002. The staff recommendation is consistent with operating funding guidelines and will provide MSU with

the necessary funds to support an increasing workload and cost of living increases, as well as \$1.0 million in additional funds for institutional enhancements.

In addition, in order to support the institution's efforts to enhance the development of doctoral programs in education, the sciences, engineering, and management information technology, staff recommended supporting MSU's additional fund request of \$2.3 million to assist in developing the Centers for Excellence.

St. Mary's College of Maryland:

Ms. Doyle stated that St. Mary's requested a general fund appropriation of \$18.3 million for FY 2003.

In addition, St. Mary's requested an additional \$2.8 million in enhancement funds to be added to its base. These funds will be used to enhance instructional technology infrastructure, develop the computer science program, improve student access and diversity, support non-capital equipment, and to cover the costs associated with collective bargaining legislation. Based on the statutory formula, the FY 2003 implicit price deflator of 2.61 percent and additional funds for enrollment expansion, the FY 2003 general fund grant to St. Mary's is \$15.5 million. Staff recommended a general fund appropriation of \$16.6 million in FY 2003; a 12 percent increase over FY 2002. Staff acknowledged that the current method of funding does not adequately accommodate the anticipated enrollment growth the college is predicted to experience over the next several years.

Baltimore City Community College:

Ms. Doyle stated that the college receives State appropriations through a funding formula. Based on FY 2001 actual FTES, the formula aid for the FY 2003 State grant is \$35.6 million.

In addition, the college requested \$488,000 for its English for Speakers of Other Languages (ESOL) Grant Program. Staff recommended supporting the college's State grant and additional aid for ESOL for a total general fund request of \$36.1 million; a 19 percent increase over FY 2002.

Community Colleges:

Ms. Doyle stated that community colleges receive State appropriations based on the John A. Cade Funding Formula. Based on FY 2001 FTES, the formula aid to the community colleges will increase by \$22.1 million in FY 2003. The estimated formula is \$173.2 million, an increase of 15 percent over the FY 2002 appropriation.

In addition, the community colleges receive State general funds for fringe benefits and several statewide programs. The Commission requested \$30.3 million in FY 2003 for retirement/fringe benefits, statewide programs, ESOL, Garrett/West Virginia Reciprocity Agreement, small community college grants, Somerset reciprocity grant, and the innovative partnership for technology grant. Staff recommended a FY 2003 general fund appropriation of \$203.5 million for programs supporting the State's community colleges. This includes \$173.2 million under the Cade formula.

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Aid to Independent Institutions:

Ms. Doyle stated that independent institutions receive State funding based on the Joseph A. Sellinger formula. Based on FY 2001 FTES, the formula aid to the independent institutions for FY 2003 is \$52.6 million, or \$1,534.34 per FTE student. Staff recommended a general fund appropriation of \$52.6 million in FY 2003.

Regional Higher Education Centers:

Ms. Doyle stated that the regional higher education centers requested a general fund appropriation of \$1.9 million for FY 2003. Staff recommended a general fund appropriation of \$1.4 million to be distributed as follows: HEAT Center - \$105,707; SMHEC - \$199,903; Waldorf - \$579,024; and the Eastern Shore Higher Education Center - \$521,255. Staff encouraged all the centers to seek additional funds from outside entities and to enhance revenue by engaging in entrepreneurial, revenue producing activities.

Maryland Higher Education Commission:

Ms. Doyle reported that the Commission requested a general fund appropriation of \$398.3 million for FY 2003: General Administration - \$7.4 million; Grants - \$30 million; Financial Aid - \$105 million; Community Colleges - \$203.5; and Aid to independent Four-Year Institutions - \$52.6 million.

Commissioner Streett reported that the Finance Policy Committee recommended that the Commission approve a FY 2003 consolidated operating budget of \$1.5 billion for higher education and forward the recommendation to the Governor and the General Assembly. Commissioner Streett moved for approval of the recommendation. Commissioner Perini seconded the motion and the motion carried unanimously.

FY 2003 Consolidated Capital Budget

Ms. Cathy Tidwell, Finance Policy Analyst, reported that the FY 2003 consolidated capital budget request from the institutions totaled \$265.2 million.

Ms. Tidwell stated that the decision to recommend deferment or reduction of project funding requests is based on a number of considerations, such as the Commission's priority categories, the State's five-year capital improvement program, the debt capacity of the State, and the OCR Partnership Agreement. Each capital project was evaluated within the context of the Commission's priority categories and rank ordered. Ms. Tidwell provided an overview of the funding requests.

Ms. Tidwell reported that the Finance Policy Committee recommended that the Commission approve the FY 2003 consolidated capital budget recommendation of \$177.3 million for all higher education institutions and provide additional funds, if available, for Prince George's Community College's new technology building and forward the recommendation to the Governor and the General Assembly. The Finance Policy Committee recognizes that there are

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many capital projects in need of funding and recommended its support for the projects if additional funds become available.

University System of Maryland:

USM's FY 2003 capital budget request totaled \$99.1 million for 31 capital projects. Staff recommended \$74.2 million to fund 28 projects. Funding for three projects were recommended for deferment: TU - construction funds for the Fine Arts Building; UMES - planning funds for the construction of the Engineering, Aviation, Computer, and Mathematical Sciences Building; and UMCES - construction funds for the addition to Truitt Laboratory.

Morgan State University:

MSU's FY 2003 capital budget request totaled \$85.7 million for 9 capital projects. Staff recommended \$30.1 million to fund 6 projects. Funding for the following projects were recommended for deferment or reduction: construction funds for the new library; campus-wide utilities upgrade; New Center for Built Environmental Studies; and the New Hospitality Management Complex.

Chairman Oliver commented on Morgan's budget request of \$85.7 million and the Commission staff recommendation of \$30.1 million, noting the deferment of construction funding for the new library. Chairman Oliver asked what impact the low percentage of funding will have on institutional enhancements with regard to the OCR Partnership Agreement.

Dr. Earl Richardson, President, Morgan State University, stated that construction of the new library has been deferred for approximately seven years primarily due to space limitations in urban Baltimore. Plans are to construct the new library on the site of the old fine arts building, but they are not able to move forward with this project until the new fine arts building is constructed. Because Morgan has been delayed in getting the new library constructed and given the consistent pattern over the past five years of accelerating projects, Dr. Richardson expressed his desire to expedite this project since it impacts the entire campus. Dr. Richardson requested an additional \$47.4 million in capital funds for the construction of the new library.

Commissioner Green asked what the Commission agreed, or is required, to do in the OCR Partnership Agreement with regard to budget funding, and what is the spirit of the OCR Partnership Agreement. Secretary Johnson responded that with respect to the operating budget, the Commission made a commitment, over a five-year period, to support OCR enhancements with the goal of closing the gap in terms of funding for historically black institutions. To that end, the Commission has doubled Access and Success grant funding, a \$6 million commitment. With regard to the capital budget, the Commission committed to review capital budget requests with an eye toward prioritizing certain projects at historically black institutions.

Ms. Doyle stated that the staff recommendation supported funding for planning in FY 2003 and construction funding for the new library in the State's CIP for FY 2004.

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After further discussion, Commissioner Green expressed support for accelerating the new library project and moved for inclusion of funding for construction of the new library contingent upon sufficient documentation that it is practical to accelerate the project. Commissioner Perini suggested tabling the motion until the Commission obtains documentation about the practicality of accelerating the project, particularly whether or not it can be done. Commissioner Saunders recommended that the Commission support funding for construction of the new library conditional on the finding from Commission staff that the project can be done in FY 2003. Commissioner Green moved for approval of the recommendation. Chairman Oliver called for a vote. Commissioners Oliver, Saunders, Green, and Slowinski approved the motion. Commissioners Clarke and Malouf abstained. Commissioners Perini and Coleman voted against the motion. The motion did not carry.

St. Mary's College of Maryland:

St. Mary's FY 2003 capital budget request totaled \$6.9 million for 5 capital projects. Staff recommended supporting the funding request of \$6.9 million for FY 2003.

Baltimore City Community College:

BCCC's FY 2003 capital budget request totaled \$17.2 million to begin the construction for phase II of renovations to the main building. Staff recommended supporting the funding request of \$17.2 million for FY 2003.

Community Colleges:

The Maryland Association of Community Colleges' FY 2003 capital budget request for the community colleges totaled \$45.6 million for 41 capital projects. Staff recommended \$40 million to fund 37 projects. Staff recommended deferment of the following projects: Allegany – design funds for the renovation of the physical education building; Carroll – equipment funds for the nursing and allied health facility; Cecil – design funds for the renovation of the physical education building; Howard – construction funds for the athletic field and nature trail; and Montgomery, Takoma Park – construction funds for the pedestrian bridge. In addition, staff recommended a decrease of \$330,000 to the Center for Applied Learning and Technology at Anne Arundel.

Ms. Kay Bienen, Executive Director, Maryland Association of Community Colleges, and representatives from Allegany College, Montgomery College, and Prince George's Community College testified on the FY 2003 consolidated capital budget request. Ms. Bienen stated that the list of capital projects had changed significantly since the initial submission to the Secretary in July and since the original hearing with the Finance Policy Committee. The colleges are requesting \$42.8 million in capital funds for FY 2003. This request includes additional funding of \$3.4 million for capital projects for: Allegany - \$85,000 for design funds for the renovation and expansion of the physical education building; Howard - \$943,000 for construction funds for the athletic field and nature trail; Montgomery - \$1.6 million for construction funds for the pedestrian bridge; and Prince George's - \$788,305 for construction funds for the technology building. Ms. Bienen further stated that the 1999 Joint Chairmen's Report included the following committee narrative, "The committees...wish to express their support for the Takoma Park

project...it is the intent of the committees that the project be handled as a separate line item within the Maryland Higher Education Commission's capital budget in order that funding for other community college projects is not adversely affected."

Commissioner Streett recommended that the Commission approve the FY 2003 consolidated capital budget recommendation of \$42,844,151 for the community colleges, to include as a separate item \$5.6 million for expansion of the Takoma Park Campus. Commissioner Streett moved for approval of the recommendation. Commissioner Perini seconded the motion and the motion carried unanimously.

Eastern Shore Higher Education Center:

The Center's FY 2003 capital budget request totaled \$650,000 in equipment funds for the new higher education facility. Staff recommended supporting the funding request of \$650,000 for FY 2003.

Independent Institutions:

The Maryland Independent College and University Association's FY 2003 capital budget request for the independent colleges and universities totaled \$10 million for 4 capital projects. Staff recommended \$9 million to fund the 4 projects.

Dr. J. Elizabeth Garraway, President, Maryland Independent College and University Association, testified on the FY 2003 consolidated capital budget request. Dr. Garraway stated that the independent institutions are requesting full funding in the amount of \$10.0 million in capital funds for FY 2003. This requests includes additional funding of \$1.0 million for capital projects for Johns Hopkins University, Capitol College, Washington College, and the College of Notre Dame. Dr. Garraway stated that Johns Hopkins' chemistry building project is long overdue and growth is contingent on this facility; Capitol College's building project has been in the process for the past three years and the matching grant from the McGowan Foundation has been achieved contingent upon State matching funds; Washington College's president has taken great strides to increase the natural sciences department and there is a direct tie to this facility in future enrollment at the college; and it is critical that the College of Notre Dame project be completed. The institution received \$2 million in FY 2002 and the Department of Budget and Management expressed intent to fund the extra \$1 million in FY 2003, which the Commission supported. Dr. Garraway urged the Commission to approve full funding for this project.

Commissioner Streett recommended that the Commission approve the FY 2003 consolidated capital budget recommendation of \$10 million for the independent colleges and universities. Commissioner Streett moved for approval of the recommendation. Commissioner Slowinski seconded the motion and the motion carried unanimously.

FY 2003 Consolidated Capital Budget Recommendation

Commissioner Streett recommended that the Commission approve the overall FY 2003 consolidated capital budget recommendation of \$181,761,000. Commissioner Streett moved for approval of the recommendation. Commissioners Coleman, Emery, Oliver, Perini, Saunders,

Slowinski, and Streett seconded the motion. Commissioners Clarke, Green, and Malouf abstained. The motion carried.

ST. MARY'S COLLEGE OF MARYLAND'S QUALITY PROFILE PROPOSAL

Mr. Geoff Newman, Finance Policy Analyst, reported that St. Mary's submitted a set of institutions for consideration for the purpose of providing an annual quality profile of the college. The profile illustrates the college's performance against comparable institutions nationally. Commission staff reviewed the proposed group and determined that the peer institutions are similar to St. Mary's in terms of size, program mix, location, and proportion of part-time students, minority enrollment, and other defining characteristics.

Mr. Newman reported that it is recommended that the Commission approve St. Mary's College of Maryland's Quality Profile proposal. Commissioner Streett moved for approval of the recommendation. Commissioner Saunders seconded the motion and the motion carried unanimously.

EDUCATION POLICY COMMITTEE REPORT

Distance Learning in Maryland Colleges and Universities, Academic Year 2000

Dr. David Sumler, Director, Academic Affairs - Planning and Policy, provided an overview of the policy issues raised by the survey, stating that there are some institutions that are moving forward and have a lot of information technology resources while others have not invested in technology-mediated instruction. Colleges and universities that have not entered into distance learning in a competitive way may be at a great disadvantage if, as anticipated, much of the future growth in higher education enrollments will be in the use of information technology.

Dr. Sumler recommended that the Commission request the Educational Technology Policy Council to prepare a report responding to the policy issues raised by this report, including the technological gap developing among the several institutions of higher education, and to submit this report with recommendations to the Commission by June 30, 2002. Commissioner Clarke moved for approval of the recommendation. Commissioner Streett seconded the motion and the motion carried unanimously.

2001 Student Learning Outcomes Assessment Reports

Commissioner Saunders stated that the report indicates some progress has been made in improving student learning but there are no common criteria for assessing what students learn in college.

Commissioner Saunders reported that it is recommended that the Commission ask the Secretary of Higher Education to convene a workgroup consisting of representatives from Maryland's public two-year and four-year colleges and universities for the purpose of identifying standard ways (within Carnegie categories) of measuring the progress made in the educational outcomes of students and reporting this information to the Commission. Commissioner Saunders moved

for approval of the recommendation. Commissioner Slowinski seconded the motion and the motion carried unanimously.

Maryland Workforce Educational Needs Assessment Survey

Dr. John Sabatini, Jr., Assistant Secretary for Planning and Academic Affairs, reported that this is the third year the Maryland Business Roundtable for Education, the Maryland Economic Development Commission, the Maryland State Department of Education, the Maryland Department of Business and Economic Development, the Maryland Higher Education Commission, and the Governor's Workforce Investment Board surveyed the business industry to determine the level of satisfaction with and anticipated needs of employers across Maryland regarding the State's educational systems. The survey also determines how well potential employees are being prepared for the workforce.

Commissioner Saunders reported that it is recommended that the Commission request the staff of the Commission to facilitate a meeting with the business community and college and university chief academic officers in an effort to develop a strategic plan which results in a positive and direct response to the policy issues raised in this workforce study. Commissioner Saunders moved for approval of the recommendation. Commissioner Green seconded the motion and the motion carried unanimously.

Addressing Maryland's Critical Workforce Shortages: A Strategic Vision from Maryland's Community Colleges

Commissioner Saunders noted the community colleges' commitment to address critical workforce shortage areas, particularly Maryland's highest priority, teacher education. As indicated in the report, the majority of community colleges will implement the Associate of Arts in Teaching (A.A.T.) degree in elementary education within one year of MHEC approval, and within three years, build the A.A.T. degree into a national model for the integration of community colleges into teacher education. By 2002, community colleges will develop a statewide recruitment plan for prospective teacher education students.

Commissioner Saunders reported that it is recommended that the Commission approve the report, *Addressing Maryland's Critical Workforce Shortages: A Strategic Vision from Maryland's Community Colleges*, be incorporated into the State's strategic plan to be developed collaboratively between businesses and the higher education community. In crafting this strategic plan, this report should be used in conjunction with the survey results of the Maryland Workforce Educational Needs Assessment Survey. Commissioner Saunders moved for approval of the recommendation. Commissioner Slowinski seconded the motion and the motion carried unanimously.

2001 PERFORMANCE ACCOUNTABILITY REPORT

Dr. Michael Keller, Director, Policy Analysis and Research, reported that Maryland law requires the governing boards of the public colleges and universities to submit annual performance accountability reports to the Commission. Dr. Keller provided an overview of the major

conclusions of the report: Community Colleges – overall, the reports submitted were superior; although the community colleges generally performed well on most indicators, some trends in the data raise important accountability issues that merit monitoring; in addition, community colleges are engaged in an extensive variety of impact and outreach efforts in their respective service areas. Public Four-Year Colleges and Universities – in general, all of the reports submitted were satisfactory although they varied in quality and completeness; also, the colleges and universities appear to be progressing well toward their objectives in most cases, however, there are indications that many campuses may have difficulty achieving their objectives related to the production of graduates in certain high-demand fields of interest to the State. Cost Containment – All Public Colleges and Universities – reporting on cost containment and internal reallocation activities was comprehensive and detailed at most institutions.

Dr. Keller reported that it is recommended that the Commission approve the 2001 performance accountability report and ask the Secretary to forward it to the Governor and the General Assembly as required by law. Commissioner Saunders moved for approval of the recommendation. Commissioner Perini seconded the motion and the motion carried unanimously.

GOAL 7 OF THE STATE PLAN FOR HIGHER EDUCATION

Dr. Sabatini stated that at the request of segmental representatives, the Education Technology Policy Council was asked to report on the State's progress on Goal 7, *"establish Maryland as one of the most advanced states in the use of information technology to improve learning and access."* Dr. G. William Troxler, President of Capitol College and former Chair of the Education Technology Policy Council, and Dr. Todd Kelley, Vice President of Information Technology at St. Mary's College of Maryland and new Chair of the Education Technology Policy Council, provided an overview of the Council's report.

Dr. Troxler reported that reaching the goals and objectives of Goal 7 is in jeopardy due to needed funding. In August 2000, the Council presented the report, *Connecting with Tomorrow*, to the Commission. The report identified funding needed and tasks required to assure that Maryland remains competitive with other states in educational information technology. The report was accepted by the Commission but was received too late to be considered during the FY 2002 budget cycle. The *Educational Technology Policy Council's Report on Goal 7 of the Maryland State Plan* updates *Connecting with Tomorrow* and seeks to bring the educational technology needs of Maryland higher education into the State budget cycle for FY 2003.

Dr. Kelley reported that the needs of a year ago remain unchanged. For Maryland to achieve its goals, higher education needs: (1) to provide a statewide digital network that supports higher education (UMATS); (2) a digital library to support on-line students (Maryland Digital Library); (3) a portal for access to on-line courses (MarylandOnline); (4) faculty training to ensure students receive high-quality on-line and multi-media based courses; and (5) membership in MERLOT, a nonprofit organization that has become a nationally recognized source of peer-reviewed on-line educational content.

INFORMATION ITEMS

The following items were provided for information only: General Fund Capital Funding Withheld during FY 2002; Report on Programs Reviewed from September 14, 2001 to October 15, 2001; College Performance of New Maryland High School Graduates: Student Outcome and Achievement Report (embargoed until November 29, 2001); and 2001 Opening Fall Enrollment.

ADJOURNMENT

Commissioner Oliver adjourned the meeting at 4:25 p.m.

John J. Oliver, Jr.
Chairman

MARYLAND HIGHER EDUCATION COMMISSION
Retreat
Minutes of Meeting

December 5, 2001

The Maryland Higher Education Commission met on Wednesday, December 5, 2001, at the University of Maryland University College Inn and Conference Center, 3501 University Boulevard, Adelphi, Maryland 20783. Commission members present were John J. Oliver, Jr. Chair; Charles B. Saunders, Vice Chair; Dorothy Dixon Chaney; Edward O. Clarke, Jr.; Micah Coleman; Anne Osborn Emery; John Green; George S. Malouf, Jr.; R. Kathleen Perini; Donald J. Slowinski; and Richard P. Street. Commission members not present were David S. Oros.

Staff members present were Karen R. Johnson, Secretary; Anne Budowski, Assistant Secretary; Janice Doyle, Assistant Secretary; John Sabatini, Assistant Secretary; Paula Fitzwater; Andrea Hunt; Pace McConkie; and Linda West.

CALL TO ORDER

The meeting was called to order by Chairman Oliver at 8:30 a.m.

Agency Budget

Secretary Johnson reported that she and staff would be meeting with the Governor on December 6, 2001 about the agency budget. Anne Budowski explained that each state agency budget has been reduced by 1 ½ percent due to the decrease in revenues. In addition, agencies have been asked to reserve 30 percent of their budgets for the fourth quarter instead of an expected 25 percent. The additional 5 percent is reserved for future potential budget cuts. Revenue estimates will be released on December 15, 2001.

Secretary Johnson reviewed a list of the agency's enhancement requests. Several Commission members suggested focusing on identifying funding priorities during the day's discussions to help guide the talks with the Governor. Concern was expressed that funding for need-based financial aid might be reduced. There was also a discussion of the implications of the revenue decline on capital projects. Janice Doyle reported that the FY02 embargoed capital projects could be rolled into the FY03 capital budget but it is unknown what impact that might have on FY03 priorities.

SB 682 – Larson Sunset

The Commission reviewed a draft report to the Governor and General Assembly on the impact of SB 682. Secretary Johnson reported that the University System of Maryland (USM) will be requesting legislation to extend the provisions of the bill. Commissioner Green asked if the apparent proliferation of programs has been discussed with the sponsors of the bill. Commissioner Streett commented that the report should focus more clearly on what aspects of the legislation have worked well and what aspects have not worked well. Commissioner Green

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asked that the report be expanded to include how the statewide interest is or is not being served under the legislation. He also expressed concern about the quality of the many programs that have been approved.

Chairman Oliver expressed concern that there is not a level playing field among the segments of higher education because USM has far greater autonomy than the others and also that it is difficult to determine the impact of all the new programs on institutional resources. Commissioner Saunders asked if the report could be redrafted to emphasize the two points made by Chairman Oliver. Commissioner Perini cautioned that the report should not indicate that under the current legislation things are working well based on the number of new programs. She further stated that while there are many more programs, there is no indication that they are high-quality programs. Commissioner Emery expressed concern that the report does not address programs to address the unmet need in many areas. New programs being developed do not appear to meet the statewide critical needs. Secretary Johnson thanked the Commission for its input and stated that the report will be redrafted.

Mission Statement Review

The Commission reviewed a draft report to the Governor and General Assembly on the mission statement review process for 1999 and 2000. John Sabatini reported that SB 682 required a report to the Governor and General Assembly on the impact of the mission statement development and review process on the quality and accessibility of postsecondary education in Maryland. Commissioner Saunders suggested that the 1999 review process be put in the appendix so that the report begins with the most recent review process. Chairman Oliver commented that the chart showing areas of program emphasis is very helpful in understanding the missions.

State Plan Goal Discussions

Secretary Johnson reminded the members that as a result of a discussion during the Commission retreat last December, a portion of each Commission meeting has been devoted to hearing reports from the segments of higher education on the implementation of the goals in the state plan. She reported that the institutions feel a great deal of effort goes into preparing the presentations and would like to be assured that the Commission is getting the information it needs from the presentations.

Commissioner Green stated that the institutions should be reminded to stay within the time allocated for the presentation and not read the written testimony. Commissioner Streett recommended that presentations be limited to one person per segment. Commissioner Coleman stated that it should be stressed to the institutions that Commission members need to receive the material ahead of the meeting. Commissioner Green also suggested that at least 50 percent of the time be devoted to questions. Secretary Johnson will review the points made by the Commission members with the Segmental Advisory Council.

Collaborative Programs

The Commission reviewed a status report on the two collaborative doctoral programs approved by the Commission in April 2001 – the collaborative doctorate in education offered jointly by Bowie State University, University of Maryland, College Park, and Morgan State University and the collaborative doctoral program in business with University of Baltimore and Morgan State University. Commission members raised a number of questions about the report. Specifically, the questions related to the information that only seven applications have been received for the doctorate in education in western Maryland. The questions arose because information presented during the original program approval hearings indicated that over 100 had expressed an interest in the program in western Maryland.

During the discussion of the cooperative agreement between Morgan State University and University of Baltimore, several Commission members expressed concern about the level of outreach being provided by both Morgan State and University of Baltimore to recruit applicants to the program. The Commission expressed an interest in continuing to hear status reports on the two programs.

Office for Civil Rights

The Commission received an update of the work being performed under the agreement with the Office for Civil Rights and reviewed a recent letter from the Office for Civil Rights. Commissioner Saunders asked if staff is working with Coppin State College to develop the strategic plan. Commissioner Emery expressed concern about the level of financial aid counseling at the Historically Black Institutions (HBIs). Commissioner Green stated that students need to know that they will be getting a quality education, regardless of the institution and commented that the state needs to fully understand the implications to other higher education institutions if a major financial commitment is made to Coppin. Janice Doyle reported that the funding guidelines work on the basis of comparing funding to that of comparable institutions. Several Commission members commented that Baltimore City must be willing to make the area around Coppin a safe area. The Commission members agreed that Coppin must adhere to its unique role and mission. Pace McConkie, Assistant Attorney General, pointed out that the goal of the Office for Civil Rights agreement is to see that when students choose a college, the decision is not based on race but rather other factors, such as the quality of education. Chairman Oliver suggested that Commissioner Saunders and Commissioner Streett should schedule a meeting with their counterparts on the Board of Regents to discuss the issue of enhancement of Coppin.

Media Relations/Outreach

Secretary Johnson reported that upon her hiring, Linda West was given two major assignments: improve the website and obtain more media coverage for higher education activities. In six months, Linda has issued 70 press releases and met with all university public relations representatives and education reporters. Commission members were asked what additional issues they would like to see addressed. Commissioner Saunders suggested focusing on an annual report on the progress on the state plan to use to get the message out about the Commission's goals and priorities. The suggestion was made that more Commission members

participate in interviews and supplying quotes for press releases, especially in papers that will appear in the Commission member's local area.

2002 Legislative Session

Andrea Hunt presented information on the upcoming 2002 legislative session. The report included: FY 2003 budget, legislative issues, departmental proposals, private sponsorship proposals, and issues under consideration.

Task Force to Study College Readiness for Disadvantaged and Capable Students

Secretary Johnson presented information on the recommendations that have been developed by the Task Force to Study College Readiness for Disadvantaged and Capable Students. After a brief discussion, the Commission unanimously voted to endorse the following recommendations of the Task Force's Financial Aid Subcommittee:

High Priority Recommendations

- Increase need-based financial aid to all eligible students.
- Collect data to effectively analyze need-based and other financial aid programs to guide allocations for financial aid programs.
- Decentralize a portion of need-based aid programs and study further decentralization.
- Modify the current method of awarding the Educational Assistance Grant funds to address issues of equity, predictability, and timing of award.
- Guarantee funding levels for each need-based aid program equal to 80 percent of the previous year's funding.
- Expand public education and outreach efforts of SSA to heighten awareness of disadvantaged and capable students of the availability of financial aid, including the types of aid available, the need to complete applications timely, and other familiarization techniques.
- Modify the current Guaranteed Access (GA) Program to include a "College Readiness" outreach effort that allows students to pre-qualify for need-based financial aid in the 9th or 10th grade.
- Develop an outreach component to the expanded Diversity Grant Program for HBCU graduates who pursue graduate and professional degrees in Maryland universities, as suggested in the Office for Civil Rights agreement.

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Moderate Priority Recommendation

- Urge governing boards of institutions to commit funds equivalent to a reasonable portion of tuition and mandatory fee increases to campus need-based financial aid.

Open Discussion

After a brief discussion of the Commission's priorities, Commissioner Slowinski moved to establish as funding priorities, in rank order, -- increases in need-based financial aid programs (Educational Assistance, Part-Time Grant, and Professional Scholarship); funding for the Office for Civil Rights partnership agreement; and funding for the digital library. Commissioner Saunders seconded the motion and the motion carried unanimously.

Adjournment

Chairman Oliver adjourned the meeting at 4:00 p.m.

John J. Oliver, Jr.
Chairman



Parris N. Glendening
Governor

AGENDA ITEM SUMMARY

John J. Oliver, Jr.
Chairman

Karen R. Johnson
Secretary of Higher Education

SUBJECT: Low-Productivity Degree Program Report 2001

COMMITTEE: Education Policy Committee

DATE OF COMMISSION MEETING: February 12, 2002 **STAFF:** Dr. Michael J. Kiphart

SUMMARY: For the Low-Productivity Degree Program Report 2001, 39 programs were identified, 20 at public community colleges and 19 at public four-year colleges and universities. The decrease in the number of programs identified was a direct result of the number of programs granted exemptions and discontinued last year. Of the 20 programs identified this year for the community colleges, the institutions requested that 5 be discontinued, 8 were recommended for exemption, and 7 were to be maintained and enhanced. The four-year institutions recommended 9 programs for exemption and 10 were to be maintained and enhanced or changed to improve enrollment.

RECOMMENDATION: It is recommended that the Maryland Higher Education Commission approve the program discontinuances, program exemptions, and program extensions presented in the *Low-Productivity Degree Program Report 2001*.



Parris N. Glendening
Governor

John J. Oliver, Jr.
Chairman

Karen R. Johnson
Secretary of Higher Education

MEMORANDUM

DATE: February 12, 2002

TO: Maryland Higher Education Commission

FROM: Education Policy Committee STAFF: Michael J. Kiphart, Ph.D.

SUBJECT: Low-Productivity Degree Program Report 2001

The criteria for determining programs to be identified as having low degree production were modified by the Commission for the *Low-Productivity Degree Program Report 2000*. The *Low-Productivity Degree Program Report 2001* is the second report using the new criteria and procedures. The Report 2001 provides a list of academic degree programs that have been identified as low producing based on a single criterion of degree production. Campuses were asked to review identified programs, determine their continued viability, and report back to the Commission. Institutions may have elected to use exemption categories to maintain a program if sufficient justification could be provided.

Last year, the *Low-Productivity Degree Program Report 2000* identified 168 programs, 81 at public community colleges and 87 at public four-year colleges and universities. In 2000, community colleges requested that 20 programs be discontinued, 49 programs were recommended for exemption, and 12 programs were to be maintained and enhanced by the institution. The public four-year colleges and universities requested that 11 programs be discontinued, 59 be granted exemptions, and 17 be maintained and enhanced.

In this Report 2001, 39 programs were identified, 20 at public community colleges and 19 at public four-year colleges and universities. The decrease in the number of programs identified was a direct result of the number of programs discontinued last year and the number of programs that were granted exemptions. Of the 20 programs identified this year for the community colleges, the institutions requested that 5 be discontinued, 8 were recommended for exemption, and 7 were to be maintained and enhanced. The four-year institutions recommended 9 programs for exemption and 10 were to be maintained and enhanced or changed to improve enrollment.

RECOMMENDATION: It is recommended that the Maryland Higher Education Commission approve the program discontinuances, program exemptions, and program extensions presented in the *Low-Productivity Degree Program Report 2001*.



MARYLAND HIGHER EDUCATION COMMISSION

Low-Productivity Degree Program

Report 2001



December 2001

MARYLAND HIGHER EDUCATION COMMISSION
16 Francis Street, Annapolis, Maryland 21401

MARYLAND HIGHER EDUCATION COMMISSION

John J. Oliver, Jr., Chairman

Dorothy Dixon Chaney

Edward O. Clarke, Jr.

Micah Coleman

Anne Osborn Emery

John L. Green

George S. Malouf, Jr., M.D.

David S. Oros

R. Kathleen Perini

Charles B. Saunders, Jr.

Donald J. Slowinski, Sr.

Richard P. Streett, Jr.

Karen R. Johnson
Secretary of Higher Education

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Low-Productivity Degree Program Report 2001

December 2001

The Low-Productivity Degree Program Report 2001 is the second report using the new procedures adopted in 1999. The Report provides a list of academic degree programs that have been identified as low producing based on a single criterion of degree production. The programs are identified by the Maryland Higher Education Commission and forwarded to the public colleges and universities for response. Campuses are asked to review the identified programs to determine the continued viability of these programs, and report back to the Commission. Institutions may elect to use six exemption categories to maintain a program if sufficient justification can be provided. An institution may also exempt five low-producing liberal arts programs at the associate or baccalaureate levels.

Last year, the first year of the new program review process, the Low-Productivity Degree Program Report 2000 identified 168 programs, 81 at public community colleges and 87 at public four-year colleges and universities. In 2000, community colleges requested that 20 programs be discontinued, 49 programs were recommended for exemption, and 12 programs were to be maintained and reviewed in the coming year. The public four-year colleges and universities requested that 11 programs be discontinued, 59 be granted exemptions, and 17 be maintained and reviewed in the coming year.

In this Report 2001, 39 programs were identified, 20 at public community colleges and 19 at public four-year colleges and universities. The decrease in the number of programs identified was a direct result of the number of programs discontinued last year and the number of programs that were granted exemptions. Of the 20 programs identified this year for the community colleges, the institutions requested that 5 be discontinued, 8 were recommended for exemption, and 7 were to be maintained and reviewed again next year. The four-year institutions recommended 9 programs for exemption and 10 were to be maintained and reviewed in the coming year. Six of the 10 programs to be maintained are education related programs that are being reviewed in the context of the Teacher Education Redesign. No programs were recommended for discontinuation by the four-year institutions for 2001.

The Report 2001 is presented in two sections. The first section contains background material and a list of the programs identified and the recommended action for each program. The second section contains, in their entirety, each individual college and university response to the programs identified in this report.

Background

Senate Bill 682, enacted during the 1999 legislative session of the Maryland General Assembly, required that the Maryland Higher Education Commission and the governing boards of the public institutions of higher education jointly develop a definition and accepted criteria for determining low-productivity programs. Consistent with this mandate, representatives of the public sector of higher

education and the Commission jointly crafted a definition of what constituted low productivity programs and the criteria for identifying them.

The overarching philosophy, from the perspective of the Commission and the public colleges and universities, is that institutions of higher education are accountable to the taxpaying citizens of Maryland for an efficient and effective system of higher education. Concomitantly, college and universities need to continually re-examine their curricular offerings to determine program currency in the marketplace. One important measure of this assessment is through the examination of degree production over time.

Evaluation Criteria

A single criterion, degree production, was selected as the most appropriate method for determining low productivity. Commission staff identifies low-producing programs by compiling a three-year history of degrees conferred and identifies all degree programs that fall below the following parameters:

Associate degree programs must graduate five (5) students in the most recently reported year or a total of fifteen (15) students in the last three years.

Baccalaureate degree programs must graduate five (5) students in the most recently reported year or a total of fifteen (15) students in the last three years.

Masters degree programs must graduate two (2) students in the most recently reported year or a total of six (6) students in the last three years.

Doctoral degree programs must graduate one (1) student in the most recently reported year or a total of three (3) students in the last three years.

Exemption Categories

Liberal Arts Exemption: Each institution may request the exemption of five (5) low-demand liberal arts degree programs at the associate or baccalaureate degree level. The liberal arts exemption privilege is intended to address an institutional need to offer certain degree programs with low demand that are central to the institution's role and mission. Once identified by an institution, a degree program carries this designation until the governing board acts to remove it or supplants it with a new degree program.

In addition to the quantitative assessment based on degree production and the five institutional liberal arts program exceptions allowed to each institution, the Commission and public Colleges and Universities recognized six other exemption criteria categories that demonstrate program need and contribution to the institution and to the State of Maryland. The criteria for these potential exemptions include:

Access: This criterion requires an institution to demonstrate that other existing degree programs or educational delivery systems cannot meet the enrolled students' needs.

Appropriate Duplication: A comparative analysis that highlights the way a program serves a distinct group of students or fulfills a distinctly different set of program goals shall substantiate this factor.

Centrality to Mission: Based on compelling evidence, an institution may request an exemption from the governing board and the Commission that a degree program is critical to an institution fulfilling its approved mission. Assuming no change in mission, satisfying this criterion would exempt the program from further examination and review.

Contribution to Economic Development: As a result of its reputation, a degree program may attract external funds to the institution and/or state. A three-year cost-benefit analysis comparing program costs to external funds or other financial analysis shall document this factor.

Cost Factors: There may be course offerings which do not result in any additional costs to the institution. Examples of this are Master's degree programs which are in fact subsets of existing doctoral programs. In this situation, the Master's degree is infrequently awarded, and when awarded, it is conferred only on students who, for a variety of reasons, do not complete the requirements for the doctorate. Under this scenario, students are not recruited nor admitted into a Master's degree program, but typically are interested in, and apply for admission into, a doctoral degree program.

Other examples of programs with little or no costs to the campus are "Interdisciplinary" and "Multi-disciplinary" programs. In these situations, the coursework for the major or degree program is drawn exclusively from existing coursework so there are no additional costs to the college or university to offer these majors. Documentation from college catalogs and other official campus publications and announcements shall substantiate this factor.

Quality of Graduates: An institution would be expected to provide follow-up data from recent graduates showing career paths pursued in order to satisfy the governing board and the Commission that this exemption is justified.

Commission Identification of Degree Programs for Examination

The Commission will notify the governing boards of low-demand academic degree programs. Low demand is defined by as those programs that fail to meet the minimum degree production standards specified under the **Evaluation Criteria** section of this report. The group of degree programs will consist of those degree programs that are recognized in the Commission's active inventory of degree programs.

In February of each year, Commission staff will notify the governing boards of all degree programs that fail to meet the criteria specified in the evaluation criteria. Governing boards should discontinue degree programs that fail to meet the graduation criteria over a three-year period, unless compelling evidence exists that the program should continue. The exemption categories are presented in the **Evaluation Criteria** section of this report.

Governing Board Examination

The governing board shall examine the low-demand programs that have been identified as being below the specified productivity criteria over a three-year period. In keeping with the Commission's policy that allows institutions to maintain a minimum number of liberal arts degree programs without regard to degree production standards, each institution may exempt five low-demand associate or baccalaureate degree programs from discontinuance. The Commission intends for the liberal arts exemption privilege to address an institutional need to offer certain degree programs with low demand that are central to the institution's role and mission. This exemption applies only to associate and baccalaureate degree programs, and excludes any degree program that did not graduate at least one student in each of the past three years.

To invoke this exemption privilege, a governing board shall designate up to five associate or baccalaureate degree programs that are central to its role and mission. A degree program carries this designation until the governing board acts to remove it or supplants it with a new degree program. By July 1st of each year, the governing board shall identify to the Commission the low-demand degree programs it discontinued and those that it did not. If the governing board chooses not to discontinue a low-demand program, it shall provide the Commission with a summary of its position and the documentation that supports its position as specified in the **Evaluation Criteria** section of this report.

Commission Examination and Action

The Commission will review the low-demand degree programs that the governing board did not discontinue. It will not review the associate and baccalaureate degree programs the governing board designated under the exemption privilege.

For the programs not discontinued or exempted, the Commission staff will examine them within the context of the State Plan, the Maryland Charter, Commission policies, and the governing board rationale. Commission staff may request additional information from the governing board staff during the program evaluation.

Recommendations on programs to be maintained and on program discontinuances will be presented to the Education Policy Committee and to the full Commission. Governing Board members representing the degree programs under Commission review will have an opportunity to testify during the discussion.

Identified Degree Programs Summary Table

The Number of Degree Programs Identified for the Three-year Period Ending in 2000

<u>Institution</u>	<u>Associate</u>			
Allegany College of Maryland	2			
Anne Arundel Community College	0			
Baltimore City Community College	2			
Carroll Community College	0			
Cecil Community College	0			
Chesapeake College	2			
College of Southern Maryland	0			
Community College of Baltimore County	0			
Frederick Community College	4			
Garrett Community College	0			
Hagerstown Community College	2			
Harford Community College	1			
Howard Community College	2			
Montgomery College	3			
Prince George's Community College	1			
Wor-Wic Community College	<u>1</u>			
Subtotal	20			<u>20</u>
<u>Institution</u>	<u>Bachelor</u>	<u>Master</u>	<u>Doctorate</u>	<u>Subtotal</u>
Bowie State University	0	0	0	0
Coppin State College	1	0	0	1
Frostburg State University	1	0	0	1
Salisbury University	1	0	0	1
Towson University	0	0	0	0
University of Baltimore	0	0	0	0
University of Maryland, Baltimore	0	0	0	0
University of Maryland Baltimore County	0	0	0	0
University of Maryland, College Park	1	0	3	7
University of Maryland Eastern Shore	7	0	0	7
Morgan State University	2	3	0	5
St. Mary's College of Maryland	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Subtotal	13	3	3	19
Total Programs Identified				<u><u>39</u></u>

Recommended Action Summary Table

<u>Institution</u>	Number of Programs <u>Identified</u>	Recommended to be <u>Discontinued</u>	Recommended for <u>Exemption</u>	<u>Other</u>
Allegany College of Maryland	2	1	1	0
Anne Arundel Community College	0	0	0	0
Baltimore City Community College	2	0	0	2
Carroll Community College	0	0	0	0
Cecil Community College	0	0	0	0
Chesapeake College	2	0	0	2
College of Southern Maryland	0	0	0	0
Community College of Baltimore County	0	0	0	0
Frederick Community College	4	1	3	0
Garrett Community College	0	0	0	0
Hagerstown Community College	2	1	0	1
Harford Community College	1	0	1	0
Howard Community College	2	0	0	2
Montgomery College	3	2	1	0
Prince George's Community College	1	0	1	0
Wor-Wic Community College	<u>1</u>	<u>0</u>	<u>1</u>	<u>0</u>
Subtotal	20	5	8	7
 <u>Institution</u>				
Bowie State University	0	0	0	0
Coppin State College	1	0	1	0
Frostburg State University	1	0	1	0
Salisbury University	1	0	1	0
Towson University	0	0	0	0
University of Baltimore	0	0	0	0
University of Maryland, Baltimore	0	0	0	0
University of Maryland Baltimore County	0	0	0	0
University of Maryland, College Park	4	0	3	1
University of Maryland Eastern Shore	7	0	1	6
Morgan State University	5	0	2	3
St. Mary's College of Maryland	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Subtotal	19	0	9	10
Total	39	5	17	17

Maryland Community Colleges

Allegany College of Maryland

PROGRAMS WITH LOW DEGREE PRODUCTION

PROGRAMS	1998	1999	2000	Recommended Action
ASSOCIATE				
530601 AUTOMOTIVE TECH				<u>Cost Factors Exemption</u>
Enrollment	21	20	22	
Degrees/Awards	2	3	4	
531101 ELECTROMECHANICAL TECH				<u>Discontinuation</u>
Enrollment	7	2	2	
Degrees/Awards	4	5	0	

Baltimore City Community College

PROGRAMS WITH LOW DEGREE PRODUCTION

PROGRAMS	1998	1999	2000	Recommended Action
ASSOCIATE				
521501 RESPIRATORY CARE	<u>Program to be Maintained and Reviewed Next Year</u>			
Enrollment	11	15	8	
Degrees/Awards	0	7	4	
559901 LEGAL ASSISTANT	<u>Program to be Maintained and Reviewed Next Year</u>			
Enrollment	86	88	99	
Degrees/Awards	4	7	3	

Chesapeake College

PROGRAMS WITH LOW DEGREE PRODUCTION

PROGRAMS	1998	1999	2000	Recommended Action
ASSOCIATE				
550501 CRIMINAL JUSTICE	<u>Program to be Maintained and Reviewed Next Year</u>			
Enrollment	49	49	40	
Degrees/Awards	3	6	4	
559901 PARALEGAL STUDIES	<u>Program to be Maintained and Reviewed Next Year</u>			
Enrollment	33	45	39	
Degrees/Awards	6	5	3	

Frederick Community College

PROGRAMS	1998	1999	2000	Recommended Action
ASSOCIATE				
530201 AVIATION MAINTENANCE TECH				<u>Access Exemption</u>
Enrollment	19	18	25	
Degrees/Awards	6	3	2	
531001 ELECTRONICS TECH				<u>Centrality to Mission Exemption</u>
Enrollment	101	101	55	
Degrees/Awards	3	5	3	
550602 PARK OPERATION & MGMT				<u>Discontinuation</u>
Enrollment	25	19	14	
Degrees/Awards	6	4	3	
559901 LEGAL ASSISTANT				<u>Centrality to Mission Exemption</u>
Enrollment	44	39	32	
Degrees/Awards	9	1	3	

Hagerstown Community College

PROGRAMS WITH LOW DEGREE PRODUCTION

<u>PROGRAMS</u>	<u>1998</u>	<u>1999</u>	<u>2000</u>	<u>Recommended Action</u>
ASSOCIATE				
500501 OFFICE TECHNOLOGY				<u>Discontinuation</u>
Enrollment	33	18	20	
Degrees/Awards	3	7	3	
529901 PARAMEDIC EMERGENCY SERVICES				<u>New Program, First Enroll Fall 2000</u>
Enrollment	0	0	14	
Degrees/Awards	2	0	3	

Harford Community College

PROGRAMS WITH LOW DEGREE PRODUCTION

<u>PROGRAMS</u>	<u>1998</u>	<u>1999</u>	<u>2000</u>	<u>Recommended Action</u>
ASSOCIATE				
500201 ACCOUNTING				<u>Centrality to Mission Exemption</u>
Enrollment	65	53	50	
Degrees/Awards	3	5	4	

Howard Community College

PROGRAMS WITH LOW DEGREE PRODUCTION

<u>PROGRAMS</u>	<u>1998</u>	<u>1999</u>	<u>2000</u>	<u>Recommended Action</u>
ASSOCIATE				
498001 COMPUTER SCIENCE TRANSFER	<u>Program to be Maintained and Reviewed Next Year</u>			
Enrollment	278	294	356	
Degrees/Awards	3	7	3	
530301 COMPUTER AIDED DESIGN TECH	<u>Program to be Maintained and Reviewed Next Year</u>			
Enrollment	39	34	31	
Degrees/Awards	3	5	1	

Montgomery College

PROGRAMS WITH LOW DEGREE PRODUCTION

PROGRAMS	1998	1999	2000	Recommended Action
ASSOCIATE				
519904 CONFIGURATION AND DATA MANAGEMENT				<u>Discontinuation</u>
Enrollment	6	0	0	
Degrees/Awards	0	0	0	
531001 ELECTRONICS				<u>Discontinuation</u>
Enrollment	78	67	74	
Degrees/Awards	0	5	1	
540701 BIOTECHNOLOGY LAB TECHNICIAN				<u>Centrality to Mission Exemption</u>
Enrollment	52	46	26	
Degrees/Awards	3	6	0	

Prince George's Community College

PROGRAMS WITH LOW DEGREE PRODUCTION

<u>PROGRAMS</u>	<u>1998</u>	<u>1999</u>	<u>2000</u>	<u>Recommended Action</u>
ASSOCIATE				
491001 ARTS & SCIENCES TRANSFER				<u>Centrality to Mission Exemption</u>
Enrollment	324	324	271	
Degrees/Awards	3	0	2	

Wor-Wic Community College

PROGRAMS WITH LOW DEGREE PRODUCTION

PROGRAMS	1998	1999	2000	Recommended Action
ASSOCIATE				
501001 HOTEL-MOTEL-REST MGMT				<u>Centrality to Mission Exemption</u>
Enrollment	43	29	32	
Degrees/Awards	7	5	2	

University System of Maryland Institutions

Coppin State College

PROGRAMS WITH LOW DEGREE PRODUCTION

PROGRAMS	1998	1999	2000	Recommended Action
BACHELORS				
220500 HISTORY				<u>Liberal Arts Exemption #1</u>
Enrollment	29	24	31	
Degrees/Awards	5	5	4	

Frostburg State University

PROGRAMS	1998	1999	2000	Recommended Action
PROGRAMS	1998	1999	2000	
BACHELORS				
150901 PHILOSOPHY				<u>Liberal Arts Exemption #2</u>
Enrollment	10	9	10	
Degrees/Awards	3	5	1	

Salisbury University

PROGRAMS WITH LOW DEGREE PRODUCTION

<u>PROGRAMS</u>	<u>1998</u>	<u>1999</u>	<u>2000</u>	<u>Recommended Action</u>
BACHELORS				
100500 MUSIC				<u>Centrality to Mission Exemption</u>
Enrollment	35	38	37	
Degrees/Awards	5	4	1	

University of Maryland, College Park

PROGRAMS WITH LOW DEGREE PRODUCTION

PROGRAMS	1998	1999	2000	Recommended Action
BACHELORS				
130601 NUTRITIONAL SCIENCE				<u>Access Exemption</u>
Enrollment	40	27	35	
Degrees/Awards	2	7	4	
DOCTORAL				
011300 FOOD SCIENCE				<u>Access Exemption</u>
Enrollment	6	6	8	
Degrees/Awards	1	0	0	
122000 HEARING & SPEECH SCIENCES				<u>Access Exemption</u>
Enrollment	6	7	7	
Degrees/Awards	1	0	0	
229902 POLICY SCIENCES				<u>Program to be Maintained</u>
Enrollment	19	19	24	
Degrees/Awards	1	1	0	

University of Maryland Eastern Shore

PROGRAMS WITH LOW DEGREE PRODUCTION

PROGRAMS	1998	1999	2000	Recommended Action
BACHELORS				
080304 ENGLISH EDUCATION	<u>Awaiting MHEC Decision Regarding Program Restructuring</u>			
Enrollment	26	24	21	
Degrees/Awards	2	9	0	
080307 SOCIAL SCIENCE EDUCATION	<u>Awaiting MHEC Decision Regarding Program Restructuring</u>			
Enrollment	18	22	18	
Degrees/Awards	2	0	4	
080310 BIOLOGICAL EDUCATION	<u>Awaiting MHEC Decision Regarding Program Restructuring</u>			
Enrollment	10	174	10	
Degrees/Awards	2	1	2	
080311 CHEMISTRY EDUCATION	<u>Awaiting MHEC Decision Regarding Program Restructuring</u>			
Enrollment	2	0	0	
Degrees/Awards	1	0	0	
083300 MATHEMATICS EDUCATION	<u>Awaiting MHEC Decision Regarding Program Restructuring</u>			
Enrollment	6	6	4	
Degrees/Awards	2	1	1	
083801 BUSINESS EDUCATION	<u>Access Exemption</u>			
Enrollment	14	13	12	
Degrees/Awards	1	0	3	
089901 AGRICULTURE EDUCATION	<u>Awaiting MHEC Decision Regarding Program Restructuring</u>			
Enrollment	4	4	4	
Degrees/Awards	0	1	0	

Morgan State University

PROGRAMS WITH LOW DEGREE PRODUCTION

PROGRAMS	1998	1999	2000	Recommended Action
BACHELORS				
100700 THEATER ARTS	<u>Program to be Maintained in Light of New Facilities</u>			
Enrollment	28	32	28	
Degrees/Awards	2	1	4	
220400 ECONOMICS	<u>Cost Factors Exemption</u>			
Enrollment	19	14	10	
Degrees/Awards	9	3	1	
MASTERS				
100500 MUSIC	<u>Program to be Maintained in Light of New Facilities</u>			
Enrollment	4	4	6	
Degrees/Awards	2	0	0	
220400 ECONOMICS	<u>Cost Factors Exemption</u>			
Enrollment	7	8	5	
Degrees/Awards	1	2	1	
221000 INTERNATIONAL STUDIES	<u>Program to be Maintained and Improved</u>			
Enrollment	15	15	16	
Degrees/Awards	1	1	1	

Individual Institutional Responses

The following section of the Report contains the individual institutional responses to the Low-Productivity Degree Program Report 2001 submitted to the Maryland Higher Education Commission.

Allegany College of Maryland

2001 Response

regarding

Low-Productivity Degree Programs



August 29, 2001

Dr. Michael J. Kiphart
Senior Education Policy Analyst
Maryland Higher Education Commission
16 Francis Street
Annapolis, MD 21401-1781

Dear Dr. Kiphart;

Please find enclosed a copy of the 2001 Low-Productivity Degree Program Report for Allegany College. This report explains the status of two programs (automotive technology and electromechanical technology).

If you need any additional information, please contact me at telephone (301) 784-5207 or e-mail trephann@ac.cc.md.us. Thank you.

Sincerely,

A handwritten signature in black ink, appearing to read "Terry Rephann", is positioned above the typed name.

Terry Rephann
Director of Institutional Research

Enclosure

cc: Dr. Gene Hall, Vice President of Instructional Affairs

ALLEGANY COLLEGE LOW PRODUCTIVITY PROGRAM REPORT

AUTOMOTIVE TECHNOLOGY

The College offers two degree/certificate programs in Automotive Technology. The one-year certificate program is designed for students who wish to pursue careers as automotive service technicians. The course of study provides students with a basic knowledge of the field and the manipulative skills necessary to seek employment. The two-year AAS (Associate in Applied Science) program is designed to provide automotive training for those persons who desire some college education organized with a definite objective in mind. Ten of the Automotive Technology courses offered as part of the AAS program are also necessary for the Certificate program. Only four are unique to the two-year program. The remainder of the coursework is General Education. Therefore, the additional costs of offering a two-year certificate program are relatively small.

The number of graduates from both the AAS and Certificate programs have historically been relatively low compared to enrollment. In the nearly 30-year history of this program, there have been five or more graduates only nine times (in 1976, 1979, 1980, 1982, 1983, 1985, 1987, 1990, and 1997). A major reason for this result is the tendency for students to find employment before graduating. Many of the employment opportunities available in the automotive repair field are skills and certification based and formal degrees do not provide as much additional marketable value as they do for students studying in other fields. Therefore, many students discontinue their studies when they have acquired enough skills to find employment in the field.

Examining enrollment, graduation, and job-placement data for the program is instructive. In the fall 1999 semester, twenty-one students were enrolled in the Auto Technology AAS program. Of these twenty-one students, seven had graduated with AAS degrees by summer 2001. One student obtained a certificate degree. One student changed his curriculum to Computer Technology. Four students found employment in an auto-tech field without fulfilling graduation requirements. Therefore, most (61%) students had achieved the goal of either obtaining a degree or employment in the auto tech field.

ELECTROMECHANICAL TECHNOLOGY PROGRAM

This low enrollment program has been discontinued.

Baltimore City Community College

2001 Response

regarding

Low-Productivity Degree Programs

Baltimore City Community College
Response to
Maryland Higher Education Commission's
Low-Productivity Degree Program Report 2001

The two identified programs, Respiratory Care and Legal Assistant, have different circumstances for their recent low graduation rates.

Respiratory Care

The Respiratory Care program began anew in the Fall of 1997 after the program had been closed for a year to revise curriculum and make overall improvements. No students were eligible to graduate in 1997 or 1998. Of the 11 students who began the new program in Fall 1997, seven graduated in 1999. Only four completed in 2000 but in May 2001, seven graduated. Several of these graduates had started earlier but had had to repeat courses, so their graduation had been delayed until 2001. Respiratory Care is one of several programs that are receiving more college resources to increase recruitment. Media publications have focused on Respiratory Care and the program coordinator is doing extensive outreach this year. Enrollment here seems to reflect lower enrollment patterns in Respiratory Care programs across the nation.

Legal Assistant

Staffing challenges have contributed to this situation; the program has had three coordinators in the last three years. The turnover was due to several career-related reasons but the current coordinator is well qualified and appears to be very stable in this position. We continue to experience the same conditions described in earlier reports: many enrolled students are coming for specific courses and do not need a degree to continue working for their employer. Others find employment without having to complete a degree. The new coordinator is concentrating on motivating students to complete their degree and not drop out when an intermediate goal has been achieved. The new Legal Consultant: Nursing option is attracting upwards of 20 students each year who will be graduating with a certificate. These are more goal-oriented students but are not reflected in the Legal Assistant completion numbers.

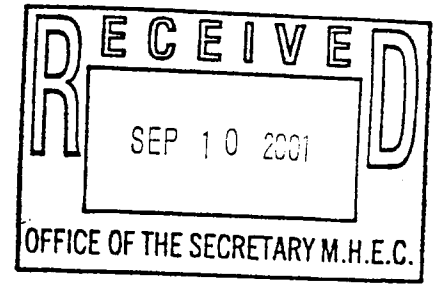
The college is continuing to support both these programs since we feel both are meeting community needs and deserve continued time to increase the number of completers.

Chesapeake College

2001 Response

regarding

Low-Productivity Degree Programs



September 4, 2001

Dr. Karen R. Johnson
Secretary of Higher Education
Maryland Higher Education Commission
16 Francis Street
Annapolis, MD 21401-1781

Dear Dr. Johnson:

In accordance with your request of May 15 2001, I am submitting Chesapeake College's response for the low productivity programs identified in the Low Productivity Degree Program Report 2001. Two of our programs have been identified as generating low productivity, criminal justice and paralegal studies.

The criminal justice and paralegal studies programs each experienced a significant increase in enrollment for the Fall semester 2001. The criminal justice program enrollment increased by 32 students and the paralegal studies program increased by 22 students. This increase in enrollment is in response to local employment needs and should increase the number of graduates in the future. It is noteworthy that these programs missed review exemption by 2 and 1 student(s) respectively in the three-year total graduate criteria. Furthermore, the criminal justice program's five graduates met the graduation requirement in May of 2001.

The paralegal studies program will be reviewed in the internal program review cycle this academic year. We are aware that revisions to our program may be needed and a thorough review is being conducted.

I am requesting continuation for the criminal justice and paralegal studies programs. I hope that the information we have provided is adequate to address concerns relating to low productivity programs. If you have any questions or require additional information, please do not hesitate to call me.

Sincerely,

Maurice B. Hickey
Vice President for Academic Services

A Comprehensive Regional Community College

P. O. Box 8, Wye Mills, MD 21679, 410-822-5400, 410-758-1537, 410-228-4360, Fax: 410-827-9466

CHESAPEAKE COLLEGE

Wye Mills, MD 21679

Low Productivity Program Review: Criminal Justice and Paralegal Studies August, 2001

The Low productivity Report form MHEC, dated May 15, 2001, lists two programs for review of low productivity -- Criminal Justice and Paralegal Studies. An analysis of the current status of these program follows:

Criminal Justice:

The Criminal Justice program prepares students for a variety of occupations or further education within the fields of law enforcement, corrections, or crime scene investigation. As stated in our mission, we are to, "help students prepare for transfer to upper level institutions, for immediate entry into a career, or for improving work-related skills." Regardless of a criminal justice student's goals, educational background, or level of work experience, the Chesapeake College Criminal Justice Program is meeting their needs.

Our criminal justice certificate programs in Crime Scene Technician or Law Enforcement/Corrections were designed to provide, in the shortest time possible, a knowledge base in a criminal justice field which can serve to improve work-related skills for those already employed or enable entry level employment for those seeking immediate entry into a career. Our degree program options in Corrections, Law Enforcement, or Crime Scene Technician were designed to give students a well-rounded general education background as well as in-depth knowledge of the field of criminal justice theory and practice.

The Crime Scene Technician certificate and program option were developed and implemented in 1999 and have been steadily increasing enrollment growing from 2 students to 15 in one year. The average enrollment in the Criminal Justice offerings for years 1998 through 2000 totaled 57. In Fall '01, 32 new students entered the Criminal Justice programs, which will bring enrollment for 2001 to 86 students, significantly beyond the three-year high of 64 students.

According to members of our Advisory Board, all of whom are local law enforcement and corrections employers, employment projections for our region are likely to increase significantly given the continued residential and commercial growth of our region. This growth has been reflected in the growth of the Criminal Justice programs as is evidenced by program enrollment figures for the past three years: in 1998 enrollment totaled 52, for 1999 enrollment was 56, and in 2000 enrollment was 64.

The Criminal Justice programs at Chesapeake College are clearly growing in enrollment, graduation rates however are low due to the fact that the majority of students in the programs are part time, working professionals who frequently take only one course per semester. To assist students in accessing these programs, the College has begun offering more of the courses

through alternative scheduling options such as Guided Self-Instruction. The Criminal Justice programs will be reviewed next academic year as part of the College's internal review process, and more options to increase access to the programs, such as Internet based courses, will be explored.

Given the growth the Criminal Justice programs are experiencing, the employment potential available for program graduates, and the ability of the programs to fulfill the mission of the College, they are clearly viable programs that should be continued.

Paralegal Studies:

The low productivity data presented by current graduate rates, per years 1998 through 2000, while factual, is somewhat limited in presenting a full perspective of the current Paralegal Studies Program. Currently there are 21 new students enrolled in the Fall '01 semester, which will serve to increase the 2001 enrollment well over the three-year high of 50 students enrolled in the program. The average enrollment in the Paralegal Studies Program for years 1998 through 2000 totaled 48. Program enrollment figures for the past three years for the Paralegal Studies program have been very stable and are as follows: in 1998 enrollment totaled 47, for 1999 enrollment was 50, and in 2000 enrollment was 46. The enrollment in the *Introduction to Paralegal Studies* course total 37 students for all three years in this review. The enrollment in this class for Fall 2001 is 22 students.

The majority of students enrolled in the Paralegal Studies program are part time with many taking a single course per semester. These students, while in the pipeline, are not part of a cohort and, therefore, take longer to reach completion. Given students who are now ready for program completion, it is projected that in FY '02 the completion rate in the Paralegal Studies program will exceed the criteria for selection as a low productivity program.

The Paralegal Studies program will be reviewed this academic year as part of the college's internal program review process. Work has already begun to enhance access to the program by developing a number of the program courses as Internet based courses. It is believed that this will more efficiently meet the needs of a predominately part time, employed student populous. The College's goal is to offer the Paralegal Studies Certificate program entirely on-line.

Further, as part of the review process, model Paralegal Studies programs are being examined to determine possible curriculum changes that can be discussed with the program's Advisory Board. It is anticipated that the upcoming program review may result in curriculum changes and this, coupled with new efforts to increase accessibility to the program, will result in increased enrollment for the program. Additionally, plans are being developed to group students, to the extent possible, as a cohort, to guide them more efficiently to completion.

Consequently, it is clear that the program still meets a local employment need and has stable enrollment that will be enhanced by recent efforts to increase accessibility and revise curriculum as part of the on-going review process. The Paralegal Studies program continues to be viable and should be retained.

Frederick Community College

2001 Response

regarding

Low-Productivity Degree Programs

FREDERICK COMMUNITY COLLEGE

Institutional Response M.H.E.C. Low Productivity Report

The College has received the Commission's low productivity program citation for the following programs. At this time the Commission is asked to grant exemption status to three of the four programs cited.

Legal Assistant Program – A.A.S. Degree

The Legal Assistant Program has recently undergone an assessment using elements of the DACUM process. In addition, the Program has recently completed the College's internal CAP (Comprehensive Assessment of Programs) process. Several recommendations from both processes to restructure Program requirements and course offerings are currently being pursued by a newly-acquired Program Coordinator. The Program is also in the process of revising its requirements to satisfy American Bar Association certification standards. American Bar Association certification should position the Program more competitively within the employment market and increase its attraction to potential students. At the same time, recommendations have been made to restructure specific course requirements so that student progress toward graduation is expedited. Given that varied courses in the Program continue to serve the needs of local law offices, that Legal Assistants will be in high demand through 2008, and the fact that the Program reflects the College's mission to provide career programs to County residents, the Commission is asked to grant the Program a Mission Exemption status.

Electronics Technology Program – A.A.S. Degree

The Electronics Technology Program is currently being reviewed at the College. Cited by the College's internal monitoring system, the Program is under review to examine its viability as a major for students. Current recommendations by the Vice President and Dean of Academic Affairs call for the completion of both the DACUM and CAP (Comprehensive Assessment of Programs) processes in order to accomplish this. At this point in time, a recommendation is being made in the C.A.P. process to eliminate the Program's Avionics degree option. The Commission should be alerted to the fact that the Electronics career area is targeted by the Labor Department as being among the fastest growing career areas through 2008. Given that fact, along with the centrality of the Program to the College's career mission component, the Commission is requested to grant Mission-Exemption status to the Electronics Program and to allow the College sufficient time to complete its review and Program restructuring.



August 30, 2001

Ms. Karen R. Johnson
Maryland Higher Education Commission
16 Francis Street
Annapolis, MD 21401-1781

Dear Ms. Johnson:

Enclosed please find the 2001 Low-Productivity Degree Program Report for Frederick Community College. We trust the information for maintaining programs that have been targeted for discontinuance is complete and satisfactory.

Please let me know if there is anything else you require from me or if I can be of further assistance. I can be reached at my office phone, (301) 846-2451, or by email, gfarahani@fcc.cc.md.us.

Sincerely,

Gohar Farahani (EKS)

Ms. Gohar Farahani, Director
Planning, Research and Evaluation Dept.

Enclosure (1)

:EKS

Aviation Maintenance Technology Program – A.A.S. Degree

The Aviation Technology Program allows students the opportunity to obtain either a certificate or the Associates degree. To date, many of the Program's enrollees have opted for the certificate rather than the degree. Upon completion of the certificate courses, Program participants are eligible to sit for the F.A.A. Airframe and Powerplant exams. Obtaining both Airframe and Powerplant ratings makes Program participants immediately employable. As a result, many students leave the Program prior to completing the additional courses required for the A.A.S. degree.

The Associates degree, on the other hand, is available to students who choose to take an additional 21 credits of general education courses. The general education credits are drawn from other programs already offered by the College. Given the fact that they do not present an additional financial burden to the College by their inclusion as a Program option for students, and the fact that the Aviation Technology Program is a designated statewide instructional program, the Commission is asked to grant the Program an Access Exemption status.

Park Operation and Management Program – A.A.S. Degree

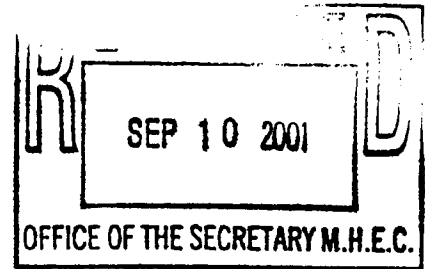
The Park Operation and Management Program is currently in its final stages at the College. A previous CAP (Comprehensive Assessment of Programs) review has recommended that it be discontinued as of Fall 2002. Final stage activities now include the offering of selected courses required to allow remaining students in the Program an opportunity to graduate. No exemption status for the Program is requested at this time.

Hagerstown Community College

2001 Response

regarding

Low-Productivity Degree Programs



11400 Robinwood Drive • Hagerstown, Maryland 21742-6590 • 301-790-2800 • www.hcc.cc.md.us

Office of the Dean of Instruction

September 5, 2001

Dr. Karen R. Johnson
The Maryland Higher Education Commission
16 Francis Street
Annapolis, Maryland 21401-1781

Dear Dr. Johnson:

This letter is in response to your May 15, 2001, memorandum concerning two low productivity degree programs at Hagerstown Community College (HCC): Office Technology and Paramedic Emergency Services.

HCC has decided to terminate the Office Technology Program at the end of the academic year 2001-2002. We are not admitting any new students to this program, but we will continue it through this year to allow currently enrolled students to finish the program. This plan is the result of a decision by our Curriculum Committee, which is composed of various individuals at HCC. The currently assigned instructor will assume new duties next year.

The Paramedic Emergency Services Program is a brand new program at HCC. It was officially approved in March 2000 and has only been in existence for one academic year. Our old "certificate program" was officially deleted several years ago, to the best of my knowledge. Our new program is an associate degree program. Currently we have 29 students enrolled: eight are returning sophomores who hope to graduate in May 2002, and twenty-one are freshmen. We anticipate that many of the freshmen will graduate with a degree in two years.

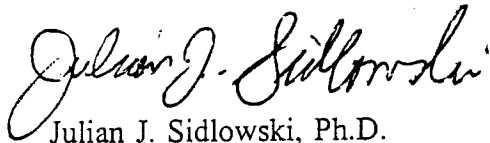
Because this is a brand new program that was started in the fall of 2000, no students were registered in 1998 or 1999. I cannot explain why the records show that two degrees were offered in 1998. That must be a statistical error.

Dr. Karen R. Johnson
September 5, 2001
page two

We intend to hire a full-time faculty member to teach and direct the Paramedic Program starting in January 2002. This program has a strong community-based advisory committee that provides excellent consultation to the college for this program.

I hope this report answers the appropriate questions concerning these low productivity listed programs. If you have any questions, please contact me.

Sincerely,

A handwritten signature in cursive script, reading "Julian J. Sidlowski".

Julian J. Sidlowski, Ph.D.
Dean of Instruction

JJS:slk

cc: Dr. Norman P. Shea, President

Harford Community College

2001 Response

regarding

Low-Productivity Degree Programs



Harford Community College
401 Thomas Run Road • Bel Air, Maryland 21015-1698

Phone: 410-836-4000 • 410-879-8920
www.harford.cc.md.us

August 30, 2001

Secretary Karen R. Johnson
Maryland Higher Education Commission
16 Francis Street
Annapolis, MD 21401-1781

Re: Low Productivity Report – 2001

Dear Secretary Johnson:

Please find attached Harford Community College's response to MHEC's 2001 low productivity degree program report. At its meeting on August 14, 2001, Harford Community College's Board of Trustees approved continuance of the AAS degree program in Accounting based on the attached justification.

Please feel free to contact me if you need further clarification.

Sincerely,

Rusty Stephens, Ed.D.
Vice President for Academic & Student Affairs

Att: 1

c.c. C. Chiesi, HCC President
B. Mull, HCC Division Chair, Business, Computing & Technology
file

Harford Community College
Low-Productivity Programs Justification
July 2001

Accounting

Centrality to Mission: This program supports the mission of the college by providing a career program that promotes professional competence and prepares and sustains an educated workforce for area residents. It includes courses that are requirements in several other degree programs and provides two years of study applicable to the baccalaureate degree. No other program at the College provides the specific skills available through this program.

Access: This is the only program at the college that provides (1) skills for entry-level positions in the accounting field, (2) academic preparation for the CPA exam, (3) courses required by employers for advancement in jobs in the accounting field, (4) courses for exploring the field of accounting as a career, and (5) the opportunity for certified public accountants to meet their continuing education requirements.

Cost Factors: Even if this program did not exist, accounting courses would have to be offered because they are required in several other degree programs at the College. In addition to the certificate program in accounting, accounting courses are required in the Business Administration, Business Management, Computer Information Systems, Information Systems Management, Office Systems, and Paralegal Studies degree programs. They also serve as career-based electives in the Retail Management degree program. (See attached). On average, adjunct faculty teach 53% of the accounting courses. As a result, program costs are reduced significantly. Additionally, the program requires no special equipment or supplies for instruction.

Recommendation: While graduation rates are low, that is characteristic of this type of program and of career programs in general. A comprehensive program review is currently underway. The curriculum advisory committee continues to provide valuable input as to changing workplace needs. The partnership with Harford County Public Schools via tech prep activities has recently been revised enabling high school students greater flexibility for entering the program. While a few students who plan to obtain a baccalaureate degree in accounting complete the associate degree program, some leave after one year of study to effect easier transfer to the four-year colleges, but most are advised to pursue the associate degree in business administration, which they do. Students frequently achieve their career goals or reason for attending without graduating. Often attainment of a degree is not their goal. But the opportunity to earn a degree should remain an option.

BUSINESS ADMINISTRATION

PROGRAM DESCRIPTION

This program is designed for students who wish to transfer to earn a baccalaureate degree in some area of business. Students who plan to transfer should consult an advisor for assistance in selecting courses appropriate for the transfer institution and program. The courses in this curriculum prepare students for later specialization in finance, human resource management, management, private and public accounting, marketing, merchandising and advertising. High school preparation should include four units of English and two units of algebra. Cooperative Education is available to students in this program as an additional means of receiving a hands-on learning experience related to Business Administration.

EMPLOYMENT AND TRANSFER INFORMATION

Transfer students should note that many business schools have selective admissions requirements. Cumulative grade point average and completion of specific course requirements are used as criteria for acceptance.

For more information, contact Prof. Richard Miller, 410-836-4264, rmiller@harford.cc.md.us; Prof. Sandra Ferriter, 410-836-4426, sferrite@harford.cc.md.us; or academic advising, 410-836-4301.

Note: The following codes identify courses which satisfy the General Education Core Requirements. For more information see pages 21-23.

GB	Behavioral/Social Science
GE	English Composition
GH	Arts/Humanities
GI	Interdisciplinary and Emerging Issues
GL	Biological/Physical Laboratory Science
GM	Mathematics
GS	Biological/Physical Science

Behavioral/Social Science and Arts/Humanities electives must be selected from two different disciplines to satisfy the General Education Core Requirements.

DEGREE REQUIREMENTS

Recommended Course Sequence

• First Semester	Sem. Hrs.
BA 101 .....Introduction to Business	3
BA 212 .....Internet Research	1
ECON 102 ..Microeconomics (GB)	3
ENG 101.....English Composition (GE)	3
MATH 111 ..Introduction to Finite Mathematics (GM)*	
or	
MATH 109 ..Precalculus Mathematics (GM)*	
or	
MATH 101 ..College Algebra (GM)*	3-4
Bio./Phys. Lab Science elective (GL)	4
Semester Total	17-18
• Second Semester	Sem. Hrs.
ECON 101 ..Macroeconomics (GB)	3
ENG 102.....English Composition & Literature*	
or	
ENG 109.....English Composition: Research Writing*	
or	
ENG 216.....Business Communications*	3
CIS 102 .....Intro. to Information Science (GI)	
or	
BA 210 .....Business Computer Applications*	3
MATH 216 ..Introduction to Statistics (GM)	4
Bio./Phys. Science elective (GS)*	3
Physical Education elective	1
Semester Total	17
• Third Semester	Sem. Hrs.
ACCT 101 ..Accounting Principles I	3
BA 205 .....Business Law	
or	
BA 246 .....Legal Environment of Business	3
SPCH 101 ....Speech Fundamentals (GI)*	
or	
SPCH 106 ....Business/Professional Speech.....	3
Arts/Humanities elective (GH)*	3
General Elective*	3
Physical Education Fitness elective	1
Semester Total	16
• Fourth Semester	Sem. Hrs.
ACCT 102 ..Accounting Principles II	3
PSY 101 .....General Psychology (GB)	3
Arts/Humanities elective (GH)*	3
General electives*	6
Semester Total	15
Total Number of Credits	65-66

* Electives should be chosen according to the institution to which transfer is planned. Additional Humanities or Social Science electives may be needed at some transfer institutions.

BUSINESS MANAGEMENT

PROGRAM DESCRIPTION

This program is designed to enable students who do not wish to transfer to a four-year institution to obtain knowledge and skills in the field of business. All students must complete first and second semester courses and then choose their concentration track in either service, manufacturing, or corporate communications.

EMPLOYMENT INFORMATION

This program prepares students for a business career by providing comprehensive skills for today's rapidly changing business environment. Opportunities in management, banking and finance, and a variety of other small business generalist employment settings will continue to increase.

For more information, contact Prof. Sandra Ferriter, 410-836-4426, sferrite@harford.cc.md.us; Prof. Richard Miller, 410-836-4264, rmiller@harford.cc.md.us; or academic advising, 410-836-4301.

DEGREE REQUIREMENTS

Recommended Course Sequence

First Semester Sem. Hrs.

BA 101 ..Introduction to Business	3
BA 212 ..Internet Research	1
ECON 101 ..Macroeconomics (GB)	
or	
ECON 102 ..Microeconomics (GB)	3
ENG 101.....English Composition (GE)	3
MATH 111 ..Introduction to Finite Mathematics (GM)*	
or	
MATH 101 ..College Algebra (GM)*	3
SPCH 106 ....Business/Professional Speech*	
or	
SPCH 101 ....Speech Fundamentals (GI)*	3
Physical Education Fitness elective	1
Semester Total	17

Second Semester Sem. Hrs.

ACCT 101 ..Accounting Principles I	3
BA 210 .....Business Computer Applications	3
ENG 216.....Business Communications.....	3
BA 107 .....Principles of Supervision	
or	
PSY 210 .....Industrial & Organizational Psychology	3
Bio./Phys. Lab Science elective (GL)	4
Semester Total	16

Service Track

Third Semester Sem. Hrs.

ACCT 208 ..Managerial Accounting	3
BA 246 .....Legal Environment of Business	3
BA 242 .....Introduction to International Business	3
BA 211 .....Advanced Microcomputer Appl.	3
Arts/Humanities elective (GH)	3
Physical Education elective	1
Semester Total	16

Fourth Semester Sem. Hrs.

ACCT 105 ..Financial Statement Interpretation and Analysis,	1
BA 203 .....Principles of Marketing	
or	
BA 105 .....Professional Selling	3
PSY 105 .....Human Relations	3
General Education elective (GB) (GH) (GI) (GM) (GS)	6
Business and Technology elective **	3
Semester Total	16

Manufacturing Track

Third Semester Sem. Hrs.

ACCT 102 ..Accounting Principles II	3
BA 246 .....Legal Environment of Business	3
BA 242 .....Introduction to International Business	3
BA 211 .....Advanced Microcomputer Appl.	3
Arts/Humanities elective (GH)	3
Physical Education elective	1
Semester Total	16

Fourth Semester Sem. Hrs.

ACCT 105 ..Financial Statement Interp. & Analy.	1
BA 244 .....Principles of Quality Improvement	3
BA 111 .....Purchasing and Materials Management	3
General Education electives (GB) (GH) (GI) (GM) (GS)	6
Business and Technology elective **	3
Semester Total	16

Total Number of Credits65

* To continue studies at a four-year institution, select the appropriate course based on the requirements of the four-year institution.

** Business and Technology electives may include courses from the following areas: Business Administration, Accounting, Computer Aided Drafting and Design, Computer Information Systems, and Economics.

(continued next page)

BUSINESS MANAGEMENT (CONTINUED)

Corporate Communications Track

Third Semester Sem. Hrs.

PHIL 221	Business Ethics (6H)	3
	Business Electives ***	6
	Corporate Communications elec.^	6
	Physical Education elective	1
	Semester Total	16

Fourth Semester Sem. Hrs.

CS 273	Cooperative Education	3
	Corporate Communications elec.^	6
	General Education elective	
	(6B) (6H) (6I) (6M) (6S)	6
	Semester Total	15

Total Number of Credits64

***Business Electives – Choose 2 courses

ACCT 208	Managerial Accounting .
BA 103	Public Relations
BA 104	Advertising and Sales Promotion
BA 105	Professional Selling
BA 203	Principles of Marketing
BA 242	Introduction to International Business

^Corporate Communications Electives –
Choose 4 courses from the following 3 areas:

I. Art Electives:

ART 103	Introduction to Graphic Communication
ART 108	Introduction to Digital Media
ART 207	Graphic Design
PHOT 101	Photography I
PHOT 105	Photojournalism

II. Technology Electives:

BA 211	Advanced Microcomputer Applications
CIS 106	Introduction to Microsoft Office
CIS 113	Introduction to PowerPoint
CIS 136	Introduction to Internet Technologies
MC 101	Introduction to Electronic Media
OS 221	Desktop Publishing
OS 225	Electronic Publishing

III. Writing Electives:

ENG 107	Creative Writing I
ENG 118	Creative Writing II
ENG 217	Creative Writing III
ENG 218	Creative Writing IV
ENG 109	English Composition: Research Writing
ENG 209	Technical Writing
MC 201	Writing for the Electronic Media



COMPUTER INFORMATION SYSTEMS

PROGRAM DESCRIPTION

Computer Information Systems is the study of the use of computers in business applications. The CIS curriculum presents computer literacy, program design, programming languages and offers electives in software, network and Internet applications. CIS students may pursue careers as computer programmers, software specialists, computer user support specialists, network and Internet specialists.

The CIS program transfers well to four-year colleges, although it is a terminal degree designed to prepare students for entry level jobs in the computer field.

EMPLOYMENT INFORMATION

The U.S. Industrial Outlook from the U.S. Department of Commerce forecasts an increased need for professional training services and software enhancements/modifications as primary revenue sources for computer professional services. The report indicated continuing growth of the computer industry.

For more information, contact Prof. Fred Liedlich, 410-836-4330; Prof. Dorothy Baumeister, 410-836-4339; or academic advising, 410-836-4301.

SOFTWARE ELECTIVES

BA 210.....	Business Computer Applications
CADD 101	Introduction to CADD
CIS 104	Computer Operating Systems
CIS 106	Introduction to Microsoft Office
CIS 110	Introduction to UNIX
CIS 113	Introduction to PowerPoint
CIS 114	Introduction to Computer User Support
CIS 118	Introduction to Microsoft Access
CIS 135.....	Introduction to Networks
CIS 136	Introduction to Internet Technologies
CIS 145.....	Introduction to Microsoft Excel
CIS 254	Advanced Microsoft Office
ID 125	CADD for Interior Design
OS 121	Document Processing
OS 221	Desktop Publishing

CIS & CSI PROGRAMMING LANGUAGE ELECTIVES

CIS 111.....	C Programming Language
CIS 201	Assembler Programming
CIS 202	COBOL Computer Programming I
CIS 206	COBOL Computer Programming II
CIS 214	Java Programming Language
CIS 217	Introduction to Web Programming
CIS 221	C++ Programming Language
CIS 224.....	Intro to Visual Basic Programming
CIS 225	Introduction to Shell Programming
CIS 227	Advanced Visual Basic
CSI 131	Computer Science I (C Based)
CSI 132	Computer Science II (C++ Based)

*Any CIS Course(s) may be taken to satisfy CSI/CIS electives.

DEGREE REQUIREMENTS

<i>Recommended Course Sequence</i>		
• First Semester	Sem. Hrs.	
ACCT 101 ..Accounting Principles I	3	
ENG 101.....English Composition (GE)	3	
CIS 102	Introduction to Info. Sciences (GI)	3
MATH 101 ..College Algebra (GM)		
or		
MATH 111 ..Introduction to Finite Math I (GM)		
or		
MATH 203 ..Calculus I (GM)		
or		
MATH 109 ..Precalculus Math (GM)		
or		
MATH 207 ..Calculus for Bus. & Econ. (GM)	3-4	
Physical Education Fitness elective	1	
Semester Total	13-14	

• Second Semester	Sem. Hrs.
ACCT 102 ..Accounting Principles II	3
CIS 202 .....COBOL Computer Programming I	
or	
CIS 111 .....C Programming Language	
or	
CIS 224 .....Introduction to Visual Basic Prog.	4
CIS 115 .....Fundamentals of Programming	3
Bio. / Phys. Lab Science elective (GL)	4
Software elective	3-4
Semester Total.....	17-18

• Third Semester	Sem. Hrs.
CIS 104 .....Computer Operating Systems	
or	
CIS 135 .....Introduction to Networks	3
CIS 206 .....COBOL Computer Programming II	
or	
CIS 221 .....C++ Programming Language	
or	
CIS 227 .....Advanced Visual Basic.....	4
ENG 209 .....Technical Writing	3
CIS 203 .....Computer Systems and Procedures	3
Arts/Humanities elective (GH)	3
Physical Education elective	1
Semester Total	17

• Fourth Semester	Sem. Hrs.
CSI/CIS Programming Language	
elective	3-4
CSI/CIS elective*	3-4
CIS 283 .....Practicum in Computer Info. Systems	
or	
CS 273.....Cooperative Education	
or	
CSI/CIS elective	3-4
Behavioral/Social Science elective (GB)	3
General Education elective	
(GB, GH, GI, GM, GS)	3
Semester Total.....	15-18

Total Number of Credits.....62-67

INFORMATION SYSTEMS MANAGEMENT

PROGRAM DESCRIPTION

Information Systems Management emphasizes business, organizational and management concepts as well as computer technology skills. Coursework in areas such as business fundamentals, accounting, finance, marketing, production, management, computer programming, systems analysis and design, database concepts and management and data communications are typical for a degree in ISM. Students learn how to analyze, design and implement information systems that will provide managers with the information needed to make operational and strategic decisions for large and small companies.

This program provides the first two years of a baccalaureate degree in Information Systems Management. After completion of the program, students are prepared to transfer to a four-year institution and specialize in Information Systems Management.

EMPLOYMENT INFORMATION

The U.S. Industrial Outlook from the U.S. Department of Commerce forecasts an increased need for professional training services and software enhancements/modifications as primary revenue sources for computer professional services. The computer industry and computer related occupations continue to grow.

For more information, contact Prof. Fred Liedlich, 410-836-4330, fliedlic@harford.cc.md.us; Prof. Dorothy Baumeister, 410-836-4339, dbaumeis@harford.cc.md.us; or academic advising, 410-836-4301.

Behavioral/Social Science and Art/Humanities electives must be selected from two different disciplines to satisfy the General Education Core Requirements.

Note: The following codes identify courses which satisfy the General Education Core Requirements. For more information see pages 21-23.

- GB** Behavioral/Social Science
- GE** English Composition
- GH** Arts/Humanities
- GI** Interdisciplinary and Emerging Issues
- GL** Biological/Physical Laboratory Science
- GM** Mathematics
- GS** Biological/Physical Science

Behavioral/Social Science and Arts/Humanities electives must be selected from two different disciplines to satisfy the General Education Core Requirements.

• DEGREE REQUIREMENTS

Recommended Course Sequence

• First Semester

Sem. Hrs.

CIS 102	Intro. to Information Sciences GI	3
BA 101	Introduction to Business	3
ECON 102...	Microeconomics GB	3
ENG 101.....	English Composition GE	3
MATH 111..	Introduction to Finite Math I GM *	
	or	
MATH 101..	College Algebra GM *	
	or	
MATH 109..	Precalculus Mathematics GM *	3-4
	Physical Education Fitness elective	1
	Semester Total	16-17

• Second Semester

Sem. Hrs.

CIS 115.....	Fundamentals of Programming	3
BA 109	Principles of Management.....	3
ECON 101 ..	Macroeconomics GB	3
MATH 203..	Calculus I GM *	
	or	
MATH 207..	Calculus for Bus. And Economics GM *	
	or	
MATH 216..	Introduction to Statistics GM *	4
	Arts/Humanities elective GH	3
	Semester Total	16

• Third Semester

Sem. Hrs.

CIS 111	C Programming Language	
	or	
CIS 202	COBOL Computer Programming I	4
ACCT 101 ..	Accounting Principles I	3
	Arts/Humanities elective GH	3
	Bio./Phys. Lab Science elective GL	4
	Behavioral/ Social Science elective GB	3
	Semester Total	17

• Fourth Semester

Sem. Hrs.

CIS 203	Computer Systems and Procedures	3
CIS 206	COBOL Computer Programming II	
	or	
CIS 221	C++ Programming Language	4
ACCT 102...	Accounting Principles II	3
	Bio./Phys. Science elective	3
	Physical Education elective	1
	Semester Total	14

Total Number of Credits63-64

* Electives should be chosen according to the requirements of the institution to which transfer is planned.

OFFICE SYSTEMS

PROGRAM DESCRIPTION

Traditionally, the administrative assistant has been responsible for creation, distribution, storage and use of information on paper. The focus has changed from merely automating routine tasks to improving work processes and organizational performance. Software and computer technologies are more integrated and flexible. Graduates with an Associate degree in Office Systems will have in-depth software knowledge and be able to troubleshoot, assess and evaluate hardware/software, as well as prepare documents using document design principles.

EMPLOYMENT INFORMATION

Although the title of secretary is disappearing, new administrative support positions will continue to increase. A growing number of administrative support positions share in managerial and human resource responsibilities. Occupations requiring these skills include office manager, meetings coordinator, business facilitator, information manager, systems manager, and human resource specialist. These are just a few of the position titles used for office professionals. Administrative assistants work in teams and as project facilitators. Necessary skills include in-depth knowledge of software suites, management, interpersonal and presentation skills, as well as thorough knowledge of organizational structure and culture.

ADMISSION INFORMATION

In order to register for Office Systems courses, students need to have completed ENG 012 (Basic Writing) or obtained a qualifying score on the Compass writing assessment. This program of study also assumes that students have learned the touch system of keyboarding. If a student has never learned to key using the touch method, that skill can be acquired by enrolling in OS 100 (Keyboarding Basics).

Note: The following codes identify courses which satisfy the General Education Core Requirements. For more information see pages 21-23.

- GB** Behavioral/Social Science
- GE** English Composition
- GH** Arts/Humanities
- GI** Interdisciplinary and Emerging Issues
- GL** Biological/Physical Laboratory Science
- GM** Mathematics
- GS** Biological/Physical Science

• DEGREE REQUIREMENTS

Recommended Course Sequence

• First Semester Sem. Hrs.

CIS 102	.....Intro. to Information Sciences GI	.....3
OS 110	.....Keyboarding Skill Development**	.....2
OS 121	.....Document Processing	.....3
ENG 101	.....English Composition GE	.....3
ACCT 101	.....Accounting Principles I	.....3
	Physical Education Fitness elective	.....1
Semester Total		.....15

• Second Semester Sem. Hrs.

CIS 106	.....Introduction to Microsoft Office	.....3
CIS 135	.....Introduction to Networks	.....3
OS 221	.....Desktop Publishing	.....3
	Behavioral/Social Science elective GB	.....3
	Mathematics GM	.....3-4
	Physical Education elective	.....1
Semester Total		.....16-17

• Third Semester Sem. Hrs.

CIS 254	.....Advanced Microsoft Office	.....3
OS 150	.....Office Automation Concepts	.....3
CIS 115	.....Fundamentals of Programming	.....3
OS 225	.....Electronic Publishing	.....3
OS 210	.....Keyboarding Speed Dev.***	.....2
	Arts/Humanities elective GH	.....3
Semester Total		.....17

• Fourth Semester Sem. Hrs.

OS 245	.....End User Technology Solutions	.....3
	OS/CIS Electives	.....6
	Bio./Phys. Lab Science elective GL	.....4
	General Education elective	
	GB GH GI GM GS	.....3
Semester Total		.....16

Total Number of Credits.....64-65

** NOTE: Students may need to enroll more than once to reach competency level of 45-55 accurate words per minute.

*** NOTE: Students may need to enroll more than once to reach competency level of 60-70 accurate words per minute.

For more information, contact Prof. Mary Valenti,
410-836-4136, mvalenti@harford.cc.md.us;
or academic advising, 410-836-4301.

OFFICE SYSTEMS

PROGRAM DESCRIPTION

Office support personnel possess a variety of titles and require an array of computer-based skills. These assistants frequently respond to internal and external inquiries regarding the status of transactions or the flow of information. This program of study offers students the opportunity to acquire knowledge of document preparation techniques for productivity using computers, scanners, electronic communications and a variety of software applications. There is emphasis on accuracy, productivity, effective decision making and communications skills.

EMPLOYMENT INFORMATION

Office assistants, receptionists, customer service representatives, human resources assistants and sales support are a few of the titles for office support personnel.

ADMISSION INFORMATION

In order to register for Office Systems courses, students need to have completed ENG 012 (Basic Writing) or qualifying score on the Compass writing assessment. This program of study also assumes that students have learned the touch system of keyboarding. If a student has never learned to key using the touch method, that skill can be acquired by enrolling in OS 100 (Keyboarding Basics).

Assessment for prior learning is available for:

- OS 100 - Keyboarding Basics
- OS 110 - Keyboarding Skill Development
- OS 210 - Keyboarding Speed Development
- OS 130 - Office Systems I

Letters of recognition can be obtained for one of the following options. Prerequisite: OS 100, articulation, or successful assessment.

• OFFICE ASSISTANT

OS 110	Keyboarding Skill Development	2
OS 115	Office Communication Technologies.....	3
OS 121	Document Processing.....	3
OS 130	Office Systems I.....	3
Total		11

• OFFICE ASSISTANT - MEDICAL

OS 110	Keyboarding Skill Development	2
OS 121	Document Processing.....	3
AHS 101	Medical Terminology and Ethics	3
OS 135	Medical Office Systems	3
Total		11

• OFFICE SYSTEMS CERTIFICATE ADMINISTRATIVE ASSISTANT

Prerequisite: Qualifying score on Compass Writing Assessment.

• First Semester Sem. Hrs.

OS 110	Keyboarding Skill Development**	2
OS 115	Office Communication Technologies	
or		
AHS 101	Medical Terminology and Ethics*	3
OS 121	Document Processing	3
OS 130	Office Systems I	
or		
OS 135	Medical Office Systems*	3
CIS 102	Intro. to Information Sciences (61)	3
Semester Total		14

• Second Semester Sem. Hrs.

OS 210	Keyboarding Speed Development***	2
OS 221	Desktop Publishing	3
OS 230	Office Systems II	3
OS 240	Records and Information Management	
or		
OS 250	Office Systems Seminar	3
OS 225	Electronic Publishing	
or		
OS 235	Medical Transcription*	
or		
PL 101	Introduction to Law	
or		
ACCT 101	Accounting Principles I	3
Semester Total		14

Total Number of Credits28

* Students who select the option of Medical Terminology, Medical Office Systems and Medical Transcription are selecting a specialty preparation for medical offices. All three courses must be taken in order to receive the Certificate.

** NOTE: Students may need to enroll more than once to reach competency level of 45-55 accurate words per minute.

*** NOTE: Students may need to enroll more than once to reach competency level of 60-70 accurate words per minute.

For more information, contact Prof. Mary Valenti,
410-836-4136, mvalenti@harford.cc.md.us;
or academic advising, 410-836-4301.

PARALEGAL STUDIES (CONTINUED)

TRANSFER TRACK

•Third Semester	Sem. Hrs.
PL 237.....Criminal Practice and Procedure.....	3
ACCT 101 ..Accounting Principles I.....	3
PHIL 205 ..Ethics (GH).....	3
ECON 102 ..Microeconomics (GB).....	3
Mathematics elective (GM).....	3-4

Students must choose one from the following:

ENG 201.....World Literature: 800 BC to 1600 AD (GH)	
ENG 202.....World Literature: 1600 AD to the Present (GH)	
ENG 203.....English Literature: Old English Through Neoclassical (GH)	
ENG 204.....English Literature: Romantic to the Present (GH)	
ENG 205.....American Literature: Colonial Through the Civil War (GH)	
ENG 206.....American Literature: Late 19th and 20th Centuries (GH)	
ENG 214.....Great Writers: Lives and Works (GH)	
ENG 215.....Multicultural Literature: The 20th Century (GH)	
ENG 219.....American Women Writers (GH)	
ENG 233.....African American Literature (GH)	3
Semester Total.....	18-19

•Fourth Semester	Sem. Hrs.
PL 238.....Law Practice and Prof. Conduct.....	3
ACCT 102 ..Accounting Principles II.....	3
PL 248.....Internship in Paralegal Studies	
or	
PL 273.....Cooperative Education: Paralegal Studies ..	3
ECON 101 ..Macroeconomics (GB).....	3
Paralegal Law elective*	2
Bio./Phys. Sci. elec. (GS)	3
Physical Education elective.....	1
Semester Total	18

TOTAL NUMBER OF CREDITS.....69-70

CAREER TRACK

•Third Semester	Sem. Hrs.
PL 237.....Criminal Practice and Procedure	3
PL 235.....Business Transactions	3
Arts/Humanities elective (GH)	3
Mathematics elective (GM)	3-4
Physical Education elective.....	1

Students must choose one from the following:

ENG 109 ....Eng. Comp.: Research Writing	
ENG 209 ....Technical Writing	
ENG 216.....Business Communications.....	3
Semester Total.....	16-17

•Fourth Semester	Sem. Hrs.
PL 238.....Law Practice and Prof. Conduct	3
PL 242.....Real Estate Transactions	3
PL 248.....Internship in Paralegal Studies	
or	
PL 273 .....Cooperative Education: Paralegal Studies ..	3
Paralegal Law elective*	2
Behavioral/Social Sci. elec. (GB)	3
Math/Bio./Phys. Sci. elec. (GM), (GS), (GL)	3-4
Semester Total.....	17-18

TOTAL NUMBER OF CREDITS.....66-68

* Paralegal Law Electives – choose one:

- PL 244 - Family Law and Litigation
- PL 246 - Administrative Law and Procedure
- PL 250 - Bankruptcy and Collections Law
- PL 251 - Negotiation, Mediation, and Arbitration

RETAIL MANAGEMENT

PROGRAM DESCRIPTION

Designed to prepare students for a variety of mid-management career opportunities in the retail field, this program provides both retail management and broad General Education courses. Those already employed in retailing may update their knowledge of the field through the courses offered in this program. Cooperative Education is an option for students in this program to gain hands-on learning experience related to retail management.

EMPLOYMENT INFORMATION

The retail field encompasses the buying and selling of goods and services with responsibilities in the areas of buying merchandise, sales management, inventory control, store operation, promotion and human resource management. Many entry-level and mid-management retail positions are available, particularly to those with a degree. With the continued economic growth of retailers in Harford County, additional employment opportunities will develop.

*CAREER-BASED ELECTIVES

Any two of the following:

ACCT 101 ..Accounting Principles I.....	3
ACCT 102 ..Accounting Principles II.....	3
BA 103 .....Public Relations.....	3
BA 108 .....Human Resources Management.....	3
BA 109 .....Principles of Management.....	3
BA 111 .....Purchasing and Materials Management	3
BA 206 .....Small Business Seminar I.....	3

For more information, contact Prof. Sandra Ferriter,
410-836-4426, sferrite@harford.cc.md.us;
or academic advising, 410-836-4301.

Note: The following codes identify courses which satisfy the General Education Core Requirements. For more information see pages 21-23.

GB	Behavioral/Social Science
GE	English Composition
GH	Arts/Humanities
GI	Interdisciplinary and Emerging Issues
GL	Biological/Physical Laboratory Science
GM	Mathematics
GS	Biological/Physical Science

• DEGREE REQUIREMENTS

Recommended Course Sequence

• First Semester

Sem. Hrs.

BA 101 .....Introduction to Business	3
BA 106 .....Principles of Retailing	3
ENG 101.....English Composition (GE)	3
MATH 101..College Algebra (GM)	
or	
MATH 111..Intro to Finite Mathematics (GM)	3
Behavioral/Social Sci. elective (GB)	3
Physical Education Fitness elective	1
Semester Total	16

• Second Semester

Sem. Hrs.

BA 105 .....Professional Selling	3
BA 208 .....Retail Merchandising	3
BA 210 .....Business Computer Applications	
or	
CIS 102 .....Intro. to Information Sciences (GI)	3
PSY 105 .....Human Relations	3
Bio./Phys. Lab. Science elective (GL)	4
Physical Education elective.....	1
Semester Total	17

• Third Semester

Sem. Hrs.

BA 107 .....Principles of Supervision.....	3
BA 203 .....Principles of Marketing	3
BA 273 .....Cooperative Education (Career)	
or	
ECON 102 ..Microeconomics (GB) (Transfer)	3
Career Based elective*	3
Arts/Humanities elective (GH)**	3
Semester Total	15

• Fourth Semester

Sem. Hrs.

BA 104 .....Advertising and Sales Promotion.....	3
PHIL 221 ....Business Ethics (GH)**	3
BA 273 .....Cooperative Education (Career)	
or	
ECON 101 ..Macroeconomics (GB) (Transfer)	3
Career Based elective*	3
General Education elective	
(GB) (GH) (GM) (GS) (GI)	3
Semester Total	15

Total Number of Credits63

* See listing of Career-Based electives.

** Only one ethics course may be used as an Arts/Humanities elective. PHIL 221 (Business Ethics) is a requirement in this program.

Howard Community College

2001 Response

regarding

Low-Productivity Degree Programs

DATE: August 28, 2001

TO: Karen R. Johnson, J.D.
The Maryland Higher Education Commission

FROM: The Board of Trustees, Howard Community College

Low-Productivity Degree Program Report 2001

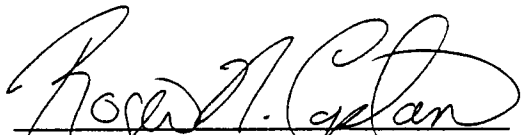
The Board of Trustees of Howard Community College has determined that it is premature to delete either the **Computer Science** program or the **Computer-Aided Design Technology** program. Instead the Board has directed the administration of Howard Community College to review the program enrollment and the productivity figures for the FY2002 and FY2003 graduations before making a determination about these two programs.

Since both of these programs had 5 or more A.A. degree graduates in FY2001 (see attachments), the deletion of these programs at this point would clearly be premature. Computer Science had 8 A.A. degree graduates for FY2001 and Computer-Aided Design Technology had 6 A.A.S. degree graduates and 1 Certificate of Proficiency graduate.

With 306 identified majors for the fall of 2001, Computer Science is one of our most highly enrolled programs and one that has been invigorated by the emergence of internet technologies. The low number of graduates is not reflective of waning interest in computer science but is a result of the fact that the program requirements in Computer Science are significantly different at virtually every four-year transfer institution in the state. This situation discourages students from staying to complete the A.A. degree; it is to their advantage to complete only those requirements that are transferable to their 4-year institution of choice. It is clear from the caliber of the graduates that the Computer Science program is attracting excellent students to the college. Six of the eight computer science majors graduated with honors including one member of our Rouse Scholars honors program.

Computer-Aided Design Technology is a smaller program with 56 identified majors, but the program presents little in the way of additional costs. The courses are taught in a lab shared with other technology programs by a faculty person who also teaches other technology courses. There are no special programs expenses except for the CAD software for which the costs are nominal with the education discounts. Interest in the credit program has been consistent at the present level over the past 5 years and Computer-Aided Design Technology continues to be a popular summer program for secondary school students. An exemption for this program may be requested after the review period if the enrollments continue at the present level. Three of the seven Computer-aided Design Technology majors graduated with honors or Phi Theta Kappa.

Since both of these programs have satisfied the productivity criteria for FY2001, the reporting year that MHEC will use for its next low productivity report, the Board of Trustees directs the college review the program enrollment and the productivity figures for the FY2002 and FY2003 graduations before making a determination about these two programs.

A handwritten signature in black ink, appearing to read "Roger N. Caplan". The signature is fluid and cursive, with the first name "Roger" and last name "Caplan" being clearly legible.

Roger N. Caplan, President
Howard Community College Board of Trustees

Attachments:

- MHEC Report: Programs with Low Degree Production
- Computer-Aided Design Technology and Computer Science graduates from the Howard Community College Thirtieth Commencement - May 17, 2001
- Computer-Aided Design Technology and Computer Science Summer I graduates

Howard Community College

PROGRAMS WITH LOW DEGREE PRODUCTION

PROGRAMS	1998	1999	2000
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ASSOCIATE

498001	COMPUTER SCIENCE TRANSFER			
Enrollment	278	294	356	
Degrees/Awards	3	7	3	

530301	COMPUTER AIDED DESIGN TECH			
Enrollment	39	34	31	
Degrees/Awards	3	5	1	

FACULTY MARSHALLS

Philip J. Viliardo, Ph.D.
Assistant Professor, Sociology

Fran P. Kroll
Associate Professor, Early Childhood Development and Teacher Education

HOWARD COMMUNITY COLLEGE BOARD OF TRUSTEES

Joan I. Athen
Chair

Roger N. Caplan
Vice Chair

Delroy L. Cornick, D.P.A.

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Thomas W. McKillip

David A. Rakes

Frederick A. Schoenbrodt, D.D.S.

Mary Ellen Duncan, Ph.D.
Secretary-Treasurer



Thirtieth Commencement

May 17, 2001

4 p.m.

Celebrating
30
years

COMPUTER AIDED DESIGN TECHNOLOGY

Sabha Shan Ali
Jin Ah Kim †*
Bobbi Jo Phelps †
Kelly Michele Smith
Mary L. Whiting *

COMPUTER SCIENCE

Nadia J. Bharti †*
Reginald Linwood Elliott, Jr.
Robert Walter Rahmer †*
Joel Bruce Land †**
Deborah A. Reitz †
Michael B. Roosa †
Jiqing Zhang †*

COMPUTER SUPPORT TECHNOLOGY

Steven D. Buckley *
Ivena Colbert †*
Neil Owen Fenwick
Julie Marie Jones
David Sterling Yarn †

EARLY CHILDHOOD DEVELOPMENT

Vanessa Leilani Giddings †
Irene Bih Nkweni
Sylvia O. Pearman

ELECTRONICS TECHNOLOGY

James R. Morton *

ENGINEERING

Darin Allen Brinkman
Julie Elaine Brown
Scott Michael Dolecki
Amy Dawn Hood
Steven I. Wait *

GENERAL STUDIES

Grant S. Alexander
Sandra Ams †*
Keri Ann Ballantine *
Karen Lynn Barger †*
Paul E. Barnes
Kimberly Ann Bauman
Leanne Sara Bauman
Alex Todd Blazek
Maureen G. Bryant
Joseph Calvin Judkins
Linda M. Kaczor
Kevin P. Kelly
Veronica Elizabeth Lay
James Lazaris
Lisa M. Lewis
Joseph Christopher Link
Christopher David Marsh
Jason Charles McDuffie

GENERAL STUDIES (continued)

Kyle N. Campbell
Joan Lacey Caslow
Isaac W. Clark
Kellie René Collett †
Sarah Anne Edith Marie Copeland *
Margaret Laura Davies †
Angela Denise DeJordy †**
Jason Michael DeLorenzo
Andrea Dixon
Heather Renee Donaty
Erin Elizabeth Etemiller †
Jeremy Andrae Ephraim
Mary Ann Ertitz *
Donald Wade Evans †*
Jason Spencer Femrite
Amy Christine Friend
Christopher G. Gardner
Timothy Paul Glinka
Esther-Jane Stuart Grenness †*
Edwige Griffith †*
Misty Michelle Grimes
Shawn Josette Guthrie †*
Matthew Stephen Hall
Peggy A. Hewinson
Michael Wayne Hopper
Kimberly Marie Hutchison
Bethanie K. Johnson
Luther James McKenney, III
Andrew A. McShane
Kristin M. Merritt
Sharon M. Morgan
Leslie Lynn Nachman †
Jane A. Capshaw O'Keefe
Henry deGuzman Punsalan
Rodney deGuzman Punsalan
Brianna Faith Punté †
Julie Mae Roberts
Christopher Lee Robinson
Kasey B. Robinson
Jeanette Marie Santiago
Dawn Maureen Scarlis
Marsha Ellen Sturgill
Rachael Marie Sufill
Nancy T. Sullivan-Manzoli *
Melissa Ann Tucker †*
Donisia Yolanda Tyler
Rachael Carter Wallace
David Robert Wasilewski
David F. Weirman
Joyce Elizabeth Williams †*
Sheila M. Winter
Carrie Wren †*
Emma Lee Young †*

NETWORK ADMINISTRATION

Rosy Begam
Duane Andrew Dansie *
Ennugbopo Susan Majekodunmi
Joshua Moore †**
Larry Alan Smith †
Dannuelli Karen Tokpa *

OFFICE TECHNOLOGY

Ruth Clarissa Jones
Corey Beth P. McGrath

NURSING

Ademola Ayodeji Ajayi
Terry Lee Bidas *
Denise L. Blackmon *
Eva Angelica Haro
Sabrina S. Hill
Monique Earline James

* Degrees will be conferred upon those candidates who complete requirements as stated in the college catalogue.
† Honors

* 4.0
* Phi Theta Kappa
** Rouse Scholars

* Degrees will be conferred upon those candidates who complete requirements as stated in the college catalogue.
† Honors

* 4.0
* Phi Theta Kappa
** Rouse Scholars

NURSING (continued)

Donna Yvette Burley	Tish Michele Matthews
Donna Lynn Cochran †*	Theresa S. McDonald †*
Laurie Christine Compton †*	Andrea Lee Morrissey
Courtney Ruth Crouch †*	Claudette Nyambi †
Devon Lindsay Doyle	Tara Lynne Prendergast
Eunice N. Dupigny	Patricia Ann Remney
Dana M. Euler	Sheila Rollock
Shirley FanFan	Nancy Marie Rubin
Constance Watson Flood	Silvia A. Salamanca
Cyril Saunders French †	Della A. Sangah †*
Richard Peter Gavin	Michael A. Smith
Janice Lynn Greene	Pamela May Wilhelm Leuthwaite
Jeanne Marie Gross	Joy Williams
Brenda Marie Gunn-Greene	Li-Ping Yang

TEACHER EDUCATION

Early Childhood Education/Elementary Education

Joy A. Antonakas *	Valerie Archer Olivares †*
Paul E. Barnes	Julia Michele Papania †
Brandy Lee Duvall	Nicole Paige Richardson
Tracy Marie Gledhill	Donna Marie Savory †*
Tasha Lee Holbrook	Peter W. Sonntag
Carole Jean Fasold Innerbichler *	Cara L. Stewart
Ann E. J. Morrow †*	Doris Otiwa Yeboah †
Kara Marie Genevieve Murphy	

Secondary Education

Mehr S. Dhillon	Sarah Rebecca McCracken
Daniela Fazzari Franklin †*	Jaime Melissa Millett
Robert B. LaBoiteaux, III	Jessica T. Randle
John Scott Arvak Marshall *	Bruce H. Voge, III

Candidates for Certificate of Proficiency¹

CARDIOVASCULAR TECHNOLOGY

Sari Patreece Caldwell †*	Bonita J. White †*
Vaso V. Katsafanas †	Andrea Kimberly Willis †
Deborah Michelle Lee	Karen Denise Wood
Maria delCarmen Scott	

COMPUTER AIDED DESIGN TECHNOLOGY

Vincent Silas Sines

COMPUTER SUPPORT TECHNOLOGY

Anthony Carl Rota †*	Mikyas Yirga Wolde
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EARLY CHILDHOOD DEVELOPMENT

Pamela Anne Johnson	Sylvia O. Pearman †
Lori Michelle Murray	Beth Kabsun Sonntag

NETWORK ADMINISTRATION

Nee Choteykine †

OFFICE TECHNOLOGY

Sharon Renee Flanagan	Jennifer L. Phebus
-----------------------	--------------------

PLANT SCIENCE

James G. A. Guercio

¹ Degrees will be conferred upon those candidates who complete requirements as stated in the college catalogue.

† Honors

* 4.0

• Phi Theta Kappa

¹ Degrees will be conferred upon those candidates who complete requirements as stated in the college catalogue.

† Honors

* 4.0

• Phi Theta Kappa

** Runner Scholars

Summer I Graduates

Arts and Sciences – Liberal Arts

Adam Paul Cant-Smith
Catherine E. Graves
Pia F. Rodriguez
Lynn C. Zimmerman

Business Administration

Kathryn D. Brunelle
Jeannette Ruth Crotts
Danielle Marie Kuba

Arts and Sciences – Pre-Veterinary Medicine

Heather Margaret Lilley

Computer Science

Jiqing Zhang

Computer Aided Design Technology

Mary L. Whiting

Early Childhood Development

Veronica D. Peterson

Electronics Technology

James R. Morton

General Studies

Kimberly Ann Baumann
Leanne Sara Baumann
Jeremy Andrae Ephraim
Bethanie K. Johnson
Andrew A. McShane

Teacher Education – Early Childhood Education

Tasha Lee Holbrook

Summer II Graduates

Arts and Sciences – Criminal Justice

Amanda Marie Fortune

Engineering

Neil Jeffrey White

Arts and Sciences – Liberal Arts

Ernistina A. Hayford

Arts and Sciences – Pre-Medicine

Paul G. Moise

Business Administration

Imran K. Ahmed
Tammy Michelle Bleything

General Studies

Matthew George Barth
Jennifer Jeannine Blackwell
Heather Noelle Gummel
Stephanie Marie Mester

Emergency Medical Services

Douglas C. Talley

Teacher Education – Secondary Education

Isabel A. Machado

Network Administration

Sonya Denise Allen

Montgomery College

2001 Response

regarding

Low-Productivity Degree Programs

Montgomery
College

September 10, 2001

Ms. Karen R. Johnson
Secretary of Higher Education
Maryland Higher Education Commission
The Jeffrey Building
16 Francis Street
Annapolis, MD 21041

Dear Ms. Johnson:

Montgomery College's responses to the Commission's Low-Productivity Degree Program Report 2001 are enclosed for processing. The College reviewed the following three programs identified by the Commission:

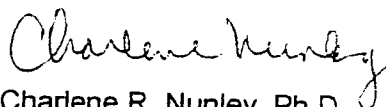
HEGIS 519904	Configuration and Data Management
HEGIS 531001	Electronics Automation Control (AAS and Certificate)
HEGIS 540701	Biotechnology Lab Technician

The College recommends the continuation of our Biotechnology Lab Technician program on the basis of both the "Contribution to Economic Development" and "Centrality to Mission" Exemptions. This program is critical at our Germantown campus, located as it is in the high-technology I-270 Corridor in the County. The Configuration and Data Management (519904) and Electronics/Automation & Control (531001) programs are recommended for deletion. Actually, the Configuration and Data Management program was deleted several years ago.

Our Board of Trustees will be reviewing these recommendations at its September 24th, 2001 meeting; this report is submitted to the Commission pending Board acceptance of the report and approval of the recommendations.

We appreciate the Commission's ongoing interest in, and commitment to, regular review of academic programs in Maryland's colleges and universities.

Sincerely,



Charlene R. Nunley, Ph.D.
President

Enclosure

cc: Dr. Michael J. Kiphart
Dr. Hercules Pinkney

Central Administration
900 Hungerford Drive
Rockville, MD 20850
(301) 279-5000

Germantown Campus
20200 Observation Drive
Germantown, MD 20876
(301) 353-7700

Rockville Campus
51 Mannakee Street
Rockville, MD 20850
(301) 279-5000

Takoma Park Campus
7600 Takoma Avenue
Takoma Park, MD 20912
(301) 650-1300

Continuing Education
51 Mannakee Street
Rockville, MD 20850
(301) 279-5188

**MONTGOMERY COLLEGE
LOW PRODUCTIVITY PROGRAM REVIEW RESPONSE**

PROGRAM: Biotechnology Lab Technician

CAMPUS: Germantown

RECOMMENDATION:

Delete Program _____

Continue Program X

*Submit Justification and Documentation in Support of Continuation,
According to MHEC Criteria: centrality to mission and contribution to
economic development*

The Biotechnology Lab Technician Program serves the economic needs of Montgomery County, training and preparing workers in the local burgeoning biotechnology industry. The program has close ties with and the support of area biotechnology firms. Its new mission statement states that Montgomery College leads "in meeting economic and workforce development needs". The Biotechnology Lab Technician Program fulfills this objective and is worth continuing based on the centrality of mission and contribution to economic development criteria identified by MHEC

**Enrollment Report
Biotechnology Lab Technician Program**

The Biotechnology Lab Technician (BT) program has grown significantly the past two years. The number of students taking Biotechnology courses has grown from a handful to about 60. The number of courses being offered has doubled. Class sizes are restricted because of limited bench space.

Biotechnology Credit Offerings	Student Load Hours	% Increase	Sections Offered	% Increase
Fall 99	73		5	
Spring 00	116	59%	4	16%
Fall 00	151	30%	6	36%
Spring 01	178	18%	7	22%
Fall 01 (projected)	240	35%	9	32%
Spring 02 (projected)	286	19%	10	8%

Non-credit Biotechnology Offerings 2000-2001		
Subject	Students	Classes
Cell Culture	17	3
Quantitative Principles	4	1
Nucleic Acids	6	1
Corporate Culture	14	2
GLP/ GMP (OL)	77	4
Totals	118	11

Several things have happened that helped to bring about the surge in enrollment in the BT program and will continue to drive enrollments:

- The incredible growth of the biotech industry in Montgomery County, identified as the nations DNA Alley. The demand for skilled BT workers in the region is extremely high.
- The program is benefiting from a high degree of industry support for scholarships, donations of equipment and disposables, and internships.
- Working closely with local and national biotechnology firms and organizations, the Biotechnology Lab Technician curriculum was revised in Fall 2000. The program now offers a certificate that will increase student's completion rates, as more students are interested in the certificate rather than the degree.
- Montgomery College has aggressively marketed the Biotechnology program over the past year and a half, attracting new students to the program.
- Formally an evening-only program, a day program for BT was started in Fall 2000 in an attempt to attract recent high school graduates.
- A new, talented, energetic full-time faculty member was hired to teach in and coordinate the program. A second full-time faculty member has begun this Fall.
- A newly formed Advisory Committee made up of industry representatives, serves both the credit and non-credit biotechnology programs.
- A second laboratory will be equipped this coming academic year.

The program's biggest challenges so far have been with recruitment of high school graduates into this rigorous science program, lab space and resources. There is no projected decrease in demand for workers, in fact students are offered employment before completing degree requirements.

All the above factors should lead to increased graduation rates in the next two to three years as students work their way through the program. Given that day students will typically take over two years to complete the program and evening students three to four years, the graduation rate should start increasing in 2002-2003.

MONTGOMERY COLLEGE

LOW PRODUCTIVITY PROGRAM REVIEW RESPONSE

PROGRAM: Configuration and Data Management

CAMPUS: Germantown

RECOMMENDATION:

Delete Program X*

Continue Program

*Submit Justification and Documentation in Support of Continuation,
According to MHEC Criteria:*

*The program was deleted in May 1998.

MONTGOMERY COLLEGE

LOW PRODUCTIVITY PROGRAM REVIEW RESPONSE

PROGRAM: Electronic Technology

CAMPUS: Germantown

RECOMMENDATION:

Delete Program X

Continue Program

***Submit Justification and Documentation in Support of Continuation,
According to MHEC Criteria:***

The College is in the process of investigating the incorporation of several of the Electronic Technology courses in a new program, Manufacturing Technology, that is under development.

MONTGOMERY COLLEGE

LOW PRODUCTIVITY PROGRAM REVIEW RESPONSE

PROGRAM: Automation and Control

CAMPUS: Germantown

RECOMMENDATION:

Delete Program X

Continue Program

***Submit Justification and Documentation in Support of Continuation,
According to MHEC Criteria:***

The College is in the process of investigating the incorporation of two of the Automation and Control courses in a new program, Manufacturing Technology, that is under development.

Prince George's Community College

2001 Response

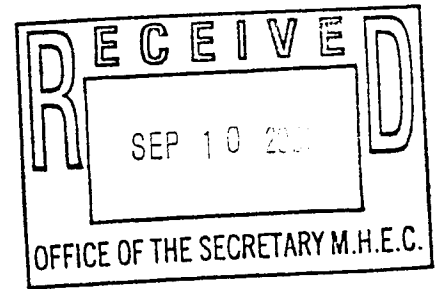
regarding

Low-Productivity Degree Programs



DR. VERA ZDRAVKOVICH
VICE PRESIDENT FOR INSTRUCTION

301 LARGO ROAD
LARGO, MD 20774-2199
301-322-0406
FAX: 301-808-0960
E-MAIL: zdravkvx@pg.cc.md.us



August 30, 2001

Karen R. Johnson, JD
Secretary of Higher Education
Maryland Higher Education Department
16 Francis Street
Annapolis, Maryland 21404-1781

Dear Secretary Johnson:

Re: 491001 Arts and Sciences Transfer – Low Degree Production

The Arts and Sciences Transfer Program is central to our mission as a member of the Association of American Colleges and Universities Greater Expectations Consortium. One of the tenets of the Consortium is a commitment to providing a liberal education for students. The Arts and Sciences Transfer Program offers such an education.

The low productivity in the graduate rate of the program has two causes. One, the program requires four semesters of a foreign language. To avoid taking a foreign language, students frequently change majors informally, that is they do not change the program code when they register each semester. Second, we offer Spanish and French, students desiring some other language transfer before they have sufficient credits to graduate.

As a liberal education community college, we need to offer the program, however, we will review the program to determine what, if any, measures need to be taken to strengthen the graduation rate.

Sincerely,

Vera Zdravkovich

Wor-Wic Community College

2001 Response

regarding

Low-Productivity Degree Programs



PROGRAM PRODUCTIVITY REPORT

HOTEL-MOTEL-RESTAURANT MANAGEMENT

Wor-Wic Community College's Hotel-Motel-Restaurant Management (HMR) program failed the low-productivity test for Fiscal Years 1998, 1999 & 2000 due to a drop in graduates for the year 2000. The two graduates in FY 2000 dropped the three year total to 14, one under the minimum standard. In FY 2001, the HMR program graduated 9 students and now is above minimum status for FY 1999, 2000 & 2001 with a total of 16 graduates.

Although award production for the HMR program fluctuates greatly, the program serves the hospitality industry in the region well. It provides training for many individuals who do not complete entire programs but learn valuable skills and techniques through courses in the program. In FY 01, the program had 37 declared majors, and as of the Fall semester 2001, the program has grown to 54 declared majors. The HMR program makes a significant contribution to the accomplishment of the college goal to:

Provide programs and courses of an occupational nature to prepare individuals for jobs in the area.

The HMR program has been, since the founding of the college, a mainstay of the "Training Local People for Local Jobs" philosophy. The college has maintained a Worcester County site primarily to house the HMR program and serve the hospitality industry located in the northern end of the county. The college, therefore, intends to continue the HMR program for the benefit of local students and employers. At its June 13, 2001 meeting, the college Board of Trustees voted to exercise its right to request an exemption for the HMR program from the Low-Productivity Degree Program reporting based upon its centrality to the college mission.

University System of Maryland

Coppin State College

Frostburg State University

Salisbury State University

University of Maryland, College Park

University of Maryland Eastern Shore

2001 Response

regarding

Low-Productivity Degree Programs

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: Recommendations on Academic Programs Identified by MHEC as "Low Productivity"

COMMITTEE: Education Policy

DATE OF COMMITTEE MEETING: September 13, 2001

SUMMARY: Consistent with SB 682, the Maryland Higher Education Commission, along with representatives of the public colleges and universities, developed criteria for identifying low-productivity academic programs. A single criterion, degree production, was selected as the most appropriate method for determining low productivity. Baccalaureate degree programs must graduate five students in the most recently reported year or a total of 15 students in the last three years. Master's programs must graduate two students in the most recently reported year or six in the last three years. Doctoral programs must graduate one student in the most recently reported year or a total of three in the last three years.

However, the Commission recognized that other factors argue for the exemption of some low-productivity academic programs from discontinuation. The Commission developed the following approved exemption categories: liberal arts exemption; access exemption; appropriate duplication exemption; centrality to mission exemption; contribution to economic development exemption; cost factors exemption; and quality of graduates exemption.

On May 15, 2001, the Commission informed Chancellor Donald N. Langenberg that five USM institutions had low-productivity degree programs in 2000. The institutions reviewed the data and, in all cases, made cases for their continuation based upon the approved exemption criteria. The Committee is being asked to review the list of low-productivity programs and the institution's recommendations with respect to them. The Committee will recommend action on the programs to the full Board. Thereafter, the USM will submit its recommendations to MHEC, which will report the results of Board action to the General Assembly.

ALTERNATIVE(S): The Committee might decide to change the institutions' program recommendations.

FISCAL IMPACT: Program discontinuation may, in some instances, yield institutional resources that may be reallocated to other areas. Institutions will not ask for additional new money to sustain low-productivity programs that have received exemptions.

CHANCELLOR'S RECOMMENDATION: That the Committee on Education Policy recommend that the Board of Regents endorse the Low Productivity Program Recommendations outlined on the attached table dated September 5, 2001 for forwarding to the Maryland Higher Education Commission as required by law. It is understood that, regardless of MHEC's decision on program exemptions, the Committee on Education Policy will receive in September, 2006, a report on enrollment and degree awards in all programs granted exemptions for cause during this review cycle.

COMMITTEE RECOMMENDATION:

DATE:

BOARD ACTION:

DATE:

SUBMITTED BY: Charles R. Middleton (301) 445-1992 crm@usmd.edu

MARYLAND HIGHER EDUCATION COMMISSION
Low-Productivity Degree Program Report 2001

Evaluation Criteria for Low-Productivity Degree Programs

A single criterion, degree production, was selected as the most appropriate method for determining low productivity. Commission staff identifies low-producing programs by compiling a three-year history of degrees conferred and identifies all degree programs that fall below the following parameters:

Associate degree programs must graduate five (5) students in the most recently reported year or a total of fifteen (15) students in the last three years.

Baccalaureate degree programs must graduate five (5) students in the most recently reported year or a total of fifteen (15) students in the last three years.

Masters degree programs must graduate two (2) students in the most recently reported year or a total of six (6) students in the last three years.

Doctoral degree programs must graduate one (1) student in the most recently reported year or a total of three (3) students in the last three years.

Approved Exemption Categories

Liberal Arts Exemption: Each institution may request the exemption of five (5) low-demand liberal arts degree programs at the associate or baccalaureate degree level. The liberal arts exemption privilege is intended to address an institutional need to offer certain degree programs with low demand that are central to the institution's role and mission. Once identified by an institution, a degree program carries this designation until the governing board acts to remove it or supplants it with a new degree program.

In addition to the quantitative assessment based on degree production and the five institutional liberal arts program exceptions allowed to each institution, the Commission and public Colleges and Universities recognized six other exemption criteria categories that demonstrate program need and contribution to the institution and to the State of Maryland. The criteria for these potential exemptions include:

Access Exemption: This criterion requires an institution to demonstrate that other existing degree programs or educational delivery systems cannot meet the enrolled students' needs.

Appropriate Duplication Exemption: A comparative analysis that highlights the way a program serves a distinct group of students or fulfills a distinctly different set of program goals shall substantiate this factor.

Coppin State College

PROGRAMS WITH LOW DEGREE PRODUCTION

PROGRAMS	1998	1999	2000
----------	------	------	------

BACHELORS

220500 HISTORY			
Enrollment	29	24	31
Degrees/Awards	5	5	4

Frostburg State University

PROGRAMS WITH LOW DEGREE PRODUCTION

PROGRAMS	1998	1999	2000
----------	------	------	------

BACHELORS

150901 PHILOSOPHY			
Enrollment	10	9	10
Degrees/Awards	3	5	1

Salisbury State University

PROGRAMS WITH LOW DEGREE PRODUCTION

PROGRAMS	1998	1999	2000
BACHELORS			
100500 MUSIC			
Enrollment	35	38	37
Degrees/Awards	5	4	1

University of Maryland, College Park

PROGRAMS WITH LOW DEGREE PRODUCTION

REVISED 7/16/01

PROGRAMS	1998	1999	2000
----------	------	------	------

BACHELORS

130601 NUTRITIONAL SCIENCE

Enrollment	40	27	35
Degrees/Awards	2	7	4

DOCTORAL

011300 FOOD SCIENCE

Enrollment	6	6	8
Degrees/Awards	1	0	0

122000 HEARING & SPEECH SCIENCES

Enrollment	6	7	7
Degrees/Awards	1	0	0

229902 POLICY SCIENCES

Enrollment	19	19	24
Degrees/Awards	1	1	0

University of Maryland Eastern Shore

PROGRAMS WITH LOW DEGREE PRODUCTION

PROGRAMS	1998	1999	2000
BACHELORS			
080304 ENGLISH EDUCATION			
Enrollment	26	24	21
Degrees/Awards	2	9	0
080307 SOCIAL SCIENCE EDUCATION			
Enrollment	18	22	18
Degrees/Awards	2	0	4
080310 BIOLOGICAL EDUCATION			
Enrollment	10	174	10
Degrees/Awards	2	1	2
080311 CHEMISTRY EDUCATION			
Enrollment	2	0	0
Degrees/Awards	1	0	0
083300 MATHEMATICS EDUCATION			
Enrollment	6	6	4
Degrees/Awards	2	1	1
083801 BUSINESS EDUCATION			
Enrollment	14	13	12
Degrees/Awards	1	0	3
089901 AGRICULTURE EDUCATION			
Enrollment	4	4	4
Degrees/Awards	0	1	0

SUMMARY OF LOW PRODUCTIVITY PROGRAM RECOMMENDATIONS (BY INSTITUTION)
UNIVERSITY SYSTEM OF MARYLAND
 September 5, 2001

Identified Low-Productivity Program: Title and Degree Level	Awaiting MHEC Approval of Hegis Codes	Seeking Exemption: Category (please check)						
		Mission Centrality	Quality of Graduates	Access	Appropriate Duplication	Economic Development	Cost Factors	General Exemption Liberal Arts (≤ 5)
Coppin State College								
History - B							✓	✓
Frostburg State University								
Philosophy - B								✓
Salisbury State University								
Music - B		✓						
University of Maryland, College Park								
Nutritional Science – B				✓			✓	
Food Science – PhD				✓		✓		
Hearing and Speech Sciences – PhD				✓			✓	
Policy Sciences – PhD ¹								
University of Maryland Eastern Shore ²								
English Education – B	✓							
Social Science Education – B	✓							
Biological Education – B	✓							
Chemistry Education – B	✓							
Mathematics Education – B	✓							
Business Education – B				✓				
Agriculture Education – B	✓							

Notes

1. The UMCP Policy Sciences doctoral program graduated one student in 2000 and two students in 1999. The 2000 degrees and one of the 1999 degrees were neither reported to nor recorded by MHEC. By virtue of the number of graduates during the last three years, this is not a low-productivity program. Hence, no action is required.
2. Seven secondary education programs at UMES were identified as low-productivity programs: English education, social science education, biological education, chemistry education, mathematics education, business education, and agriculture education. UMES has requested an exemption (for reason of access) for business education. Additionally, UMES has requested that six of these programs be listed under the same HEGIS codes as those used for the academic disciplines with which they are associated (e.g., English education and English listed under the same code). MHEC has responded to the request in the following fashion: "The Commission has not approved the changes requested to the University of Maryland Eastern Shore's Education programs to discipline-based teacher education concentrations. The original education programs are still in effect and have not been removed pending the resolution of issues related to teacher education."

LOW PRODUCTIVITY PROGRAM RECOMMENDATION

Institution: Coppin State College

Degree Level: Bachelor

HEGIS Code and Program Title: 2205 History, Geography, and International studies

Check One:

- ☐ We are not seeking an exemption for this program. We plan to discontinue the program, effective _____
(Date of Discontinuance)

We are seeking an exemption for this program on the following grounds:

- ☐ Centrality to Mission
- ☐ Quality of Graduates
- ☐ Access
- ☐ Appropriate Duplication
- ☐ Contribution to Economic Development
- ☒ Cost Factors
- ☒ General Exemption Baccalaureate Level Liberal Arts Program

The following documentation is provided in support of this exemption. *(Please refer to second page of March 1, 2000 memorandum from MHEC on low productivity programs for information about documentation. In some cases, data are required, while in others a narrative argument is appropriate. Attach additional pages as necessary.)*

SUMMARY OF LOW PRODUCTIVITY PROGRAM RECOMMENDATIONS

Name of Institution: Coppin State College

Identified Low Demand Program: Title and Degree Level	Recommend Discontinuance	Seeking Exemption: Category (please check)				
		Mission Centrality	Quality of Graduates	Access	Appropriate Duplication	Cost Factors
1) History, Geography, & IntlStd						X
2)						
3)						
4)						
5)						
6)						
7)						
8)						
9)						
10)						
11)						
12)						
13)						
14)						
15)						

Duplicate form if necessary to provide sufficient room to report on all programs listed. For each program listed on the summary sheet, please attach a separate form with necessary documentation to support request for exemption.

Signature of President or Designee: _____

Low Program Productivity Review

History 220500

Coppin State College is seeking a "Low Productivity Program" exemption for the History Degree Program. The program has graduated the required fifteen (15) students in the past three years. One student who was graduated in 1998 was not included in the Degree Information System file, which was forwarded to MHEC. A recent review of the file has provided the evidence of this error. A file correction will be forthcoming. Additionally an exemption/exclusion of this program from future low productivity considerations is being proposed. An exemption is being proposed for several exempt categories, Liberal Arts Exemption, and Cost Factor Exemption.

Currently, the program provides all general education course requirements for the entire student body. The degree program is available to majors at no additional cost to the College, since the same number of faculty are required to meet the general education requirements, as are needed to offer the major. Additionally, history and cultural initiatives that enable the College to address its role and mission, result from this department and degree program. As the program graduated the necessary 15 majors over a three-year period, plans for program enhancement and expansion are under way.

Finally, the department has recently received approval to offer a "Global Studies" major, and the department is investigating the addition of "gender" studies to round out the program and attract more students to the major. As a result of the factors indicated, as well as the plans for expanding the major, Coppin State College requests an exemption for the History degree program through the Liberal Arts Exemption and the Cost Factor Exemption. Continuance of this program is recommended.

SUMMARY OF LOW PRODUCTIVITY PROGRAM RECOMMENDATIONS

Name of Institution: Frostburg State University

Identified Low Demand Program: Title and Degree Level	Recommend Discontinuance	Seeking Exemption: Category (please check)					General Exemption Liberal Arts (< 5)	
		Mission Centrality	Quality of Graduates	Access	Appropriate Duplication	Economic Development		Cost Factors
1) Philosophy								X
2)								
3)								
4)								
5)								
6)								
7)								
8)								
9)								
10)								
11)								
12)								
13)								
14)								
15)								

Duplicate form if necessary to provide sufficient room to report on all programs listed. For each program listed on the summary sheet, please attach a separate form with necessary documentation to support request for exemption.

Signature of President or Designee: Stephen J. Simpson 8/2/01

LOW PRODUCTIVITY PROGRAM RECOMMENDATION

Institution: Frostburg State University

Degree Level: Bachelor's

HEGIS Code and Program Title: 150901 Philosophy

Check One:

- ☐ We are not seeking an exemption for this program. We plan to discontinue the program, effective _____.
(Date of Discontinuance)

We are seeking an exemption for this program on the following grounds:

- ☐ Centrality to Mission
- ☐ Quality of Graduates
- ☐ Access
- ☐ Appropriate Duplication
- ☐ Contribution to Economic Development
- ☐ Cost Factors
- ☒ General Exemption Baccalaureate Level Liberal Arts Program

The following documentation is provided in support of this exemption. *(Please refer to second page of March 1, 2000 memorandum from MHEC on low productivity programs for information about documentation. In some cases, data are required, while in others a narrative argument is appropriate. Attach additional pages as necessary.)*

The Philosophy program is a core component of the liberal arts and general education curricula at Frostburg State University. In addition, the program and its faculty serve students in multiple interdisciplinary programs, including the Justice Studies, International Studies, and Liberal Studies majors, the Earth Science Concentrations in our Biology and Geography programs, and minors in African American Studies, Women's Studies, Leadership Studies, and Environmental Humanities.

SUMMARY OF LOW PRODUCTIVITY PROGRAM RECOMMENDATIONS

Name of Institution: SALISBURY UNIVERSITY

Identified Low Demand Program: Title and Degree Level	Recommend Discontinuance	Seeking Exemption: Category (please check)					General Exemption Liberal Arts (≤ 5)
		Mission Centrality	Quality of Graduates	Access	Appropriate Duplication	Economic Development		Cost Factors
1) MUSIC - BACHELORS		X					
2)							
3)							
4)							
5)							
6)							
7)							
8)							
9)							
10)							
11)							
12)							
13)							
14)							
15)							

Duplicate form if necessary to provide sufficient room to report on all programs listed. For each program listed on the summary sheet, please attach a separate form with necessary documentation to support request for exemption.

Signature of President or Designee:

D. H. B. Kovach

LOW PRODUCTIVITY PROGRAM RECOMMENDATION

Institution: SALISBURY UNIVERSITY

Degree Level: BACHELORS

HEGIS Code and Program Title: 100500 MUSIC

Check One:

- ☐ We are **not** seeking an exemption for this program. We plan to discontinue the program, effective

(Date of Discontinuance)

We are seeking an exemption for this program on the following grounds:

- ☒ Centrality to Mission
- ☐ Quality of Graduates
- ☐ Access
- ☐ Appropriate Duplication
- ☐ Contribution to Economic Development
- ☐ Cost Factors
- ☐ General Exemption Baccalaureate Level Liberal Arts Program

The following documentation is provided in support of this exemption. (Please refer to second page of March 1, 2000 memorandum from MHEC on low productivity programs for information about documentation. In some cases, data are required, while in others a narrative argument is appropriate. Attach additional pages as necessary.)

This program contributes both to the mission of the University and to the general education curriculum. It provides students the opportunities to develop professional skills in music composition, vocals, or instrumentals, fulfills one component of the general education requirement, and is mission essential in its MSDE approved teacher education certification in music—a vital facet of the University’s comprehensive university status and service to the State of Maryland and the region’s Eastern Shore.

The annual number of declared music majors remained consistently in the upper 30's or lower 40's throughout the latter part of the previous decade, and in 2000, remained consistent with the previous year at 37 majors. Additionally, although the number of graduates has declined annually since AY 1995-96, in AY 2000-01, the number of graduates revived to 5—a 400% increase over the previous year and a level meeting MHEC's minimum criterion.

Because the Bachelor of Arts in Music is a component of Salisbury University's focus of preparing liberally educated undergraduate students, and is vital to the University's mission to respond to the educational and cultural needs of the region and state, the University recommends an exemption based upon mission centrality.

SUMMARY OF LOW PRODUCTIVITY PROGRAM RECOMMENDATIONS - AUGUST 1, 2001

Name of Institution: **UNIVERSITY OF MARYLAND, COLLEGE PARK**

Identified Low Demand Program: Title and Degree Level	Recommend Discontinuance	Seeking Exemption: Category (please check)						
		Mission Centrality	Quality of Graduates	Access	Appropriate Duplication	Economic Development	Cost Factors	General Exemption Liberal Arts (< 5)
1) HEGIS 130601: Bachelors Program in Nutritional Science				X			X	
2) HEGIS 011300: Doctoral Program in Food Science				X		X		
3) HEGIS 122000: Doctoral Program in Hearing and Speech Sciences				X			X	
4) HEGIS 229902: Doctoral Program in Policy Sciences	No Action Required							
5)								
6)								
7)								
8)								
9)								
10)								
11)								
12)								
13)								
14)								
15)								

Duplicate form if necessary to provide sufficient room to report on all programs listed. For each program listed on the summary sheet, please attach a separate form with necessary documentation to support request for exemption.

Signature of President or Designee: _____

LOW PRODUCTIVITY PROGRAM RECOMMENDATION

Institution: **UNIVERSITY OF MARYLAND, COLLEGE PARK**

Degree Level: **Bachelors**

HEGIS Code and Program Title: **HEGIS 1306.01 _____ Nutritional Science**

Check One: **No Action Required; See below.**

☐ We are **not** seeking an exemption for this program. We plan to discontinue the program, effective

(Date of Discontinuance)

We are seeking an exemption for this program on the following grounds:

- ☐ Centrality to Mission
- ☐ Quality of Graduates
- ☒ Access
- ☐ Appropriate Duplication
- ☐ Contribution to Economic Development
- ☒ Cost Factors
- ☐ General Exemption Baccalaureate Level Liberal Arts Program

The following documentation is provided in support of this exemption. *(Please refer to second page of March 1, 2000 memorandum from MHEC on low productivity programs for information about documentation. In some cases, data are required, while in others a narrative argument is appropriate. Attach additional pages as necessary.)*

1. Cost Factors: The unit offering this program also offers bachelor's programs in Dietetics (preparing students for a career as a Registered Dietitian) and in Food Science (preparing students for careers in the food industry and in Food Safety.) These programs average about forty graduates a year between them. All but one of the Nutrition courses required or recommended in the Nutritional Science program are required also for the Dietetics program, the Food Science program, or both. Other required courses in Nutritional Sciences are science courses (Chemistry, Biochemistry, BioSciences, Biometrics) also required in a number of other programs. Thus there is little or no additional cost to maintaining the bachelors program in Nutritional Science. See the attached page from the Undergraduate Catalog that lists the requirements for the three programs.

2. Access: The Nutritional Science program emphasizes the physical and biological sciences in relation to nutrition and the development of laboratory skills in these areas. Students in this major frequently go on to graduate school or medical school. This program provides an opportunity for students motivated to pursue a research or medical career who also have a strong interest in nutrition. There were thirteen graduates in the three years under review. There will be fifteen listed in the three years including FY2001.

136 Operations and Quality Management

Program Requirements

I. Dietetics

a. Major Subject Courses	
NFSC 100—Elements of Nutrition	3
NFSC 112—Food Science and Technology (Spring only)	3
NFSC 250—Science of Food	4
NFSC 315—Nutrition During the Life Cycle (Spring only)	3
NFSC 350—Food Service Operations	5
NFSC 380—Nutritional Assessment (Fall only)	3
NFSC 440—Advanced Human Nutrition	4
NFSC 460—Medical Nutrition Therapy	4
NFSC 470—Community Nutrition (Spring only)	3
NFSC 491—Issues and Problems in Dietetics (Spring only)	3
(CORE capstone)	3
Subtotal	35

b. Supporting Courses

MATH 113—Elementary Algebra OR	
MATH 115—Precalculus	3
CHEM 103—General Chemistry I	4
CHEM 113—General Chemistry II	4
CHEM 233—Organic Chemistry I	4
CHEM 243—Organic Chemistry II	4
BSCI 105—Principles of Biology I	4
BSCI 230—Cell Biology and Physiology	4
BSCI 440—Mammalian Physiology	4
BSCI 223—General Microbiology	4
SOCY 100—Introduction to Sociology	3
PSYC 100—Introduction to Psychology	3
EDMS 451—Introduction to Educational Statistics OR	
BIOM 301—Introduction to Biometrics	3
BCHM 461—Biochemistry I	3
BCHM 462—Biochemistry II	3
ENGL 101—Introduction to Writing	3
ENGL 393—Technical Writing or ENGL 391—Adv. Composition	3
BMGT 360—Human Resource Management	3
BMGT 364 Management and Organization Theory	3
Additional CORE program courses	18
Restricted Electives	2
Electives	3
Subtotal	85
TOTAL CREDITS	120

II. Food Science

a. Major Subject Courses

NFSC 100—Elements of Nutrition	3
NFSC 112—Food Science and Technology (Spring only)	3
NFSC 250—Science of Food	4
NFSC 398—Seminar	1
NFSC 412—Principles of Food Processing	4
NFSC 421—Food Chemistry	3
NFSC 422—Food Product Research and Development	
(CORE capstone)	3
NFSC 423—Food Chemistry Laboratory	2
NFSC 430—Food Microbiology	2
NFSC 431—Food Quality Control	4
NFSC 434—Food Microbiology Laboratory	2
NFSC 450—Food and Nutrient Analysis	3
Subtotal	34

b. Supporting Courses

MATH 113—Elementary Algebra OR	
MATH 115—Precalculus	3
MATH 220—Elementary Calculus I	3
MATH 221—Elementary Calculus II	3
CHEM 103—General Chemistry I	4
CHEM 113—General Chemistry II	4
CHEM 233—Organic Chemistry I	4
CHEM 243—Organic Chemistry II	4
BCHM 461—Biochemistry I	3
BSCI 105—Principles of Biology I	4
ENBE 414—Mechanics of Food Processing	4
BSCI 223—General Microbiology	4
PHYS 121—Fundamentals of Physics I	4
ENGL 101—Introduction to Writing	3
ENGL 393—Technical Writing	3
BIOM 301—Introduction to Biometrics	3
Additional CORE program requirements	24
Restricted electives	3
Electives	6

Subtotal	86
TOTAL CREDITS	120

III. Nutritional Science

a. Major Subject Courses

NFSC 100—Elements of Nutrition	3
NFSC 112—Food Science and Technology (Spring only)	3
NFSC 315—Nutrition during the Life Cycle (Spring only)	3
NFSC 421—Food Chemistry	3
NFSC 440—Advanced Human Nutrition	4
NFSC 450—Food and Nutrient Analysis	3
NFSC 495—Nutrition Research or CORE Advanced Studies	3
Subtotal	22

b. Supporting Courses

MATH 113—Elementary Algebra OR	
MATH 115—Precalculus	3
MATH 220—Elementary Calculus I	3
CHEM 103—General Chemistry I	4
CHEM 113—General Chemistry II	4
CHEM 233—Organic Chemistry I	4
CHEM 243—Organic Chemistry II	4
BSCI 230—Cell Biology and Physiology	4
BSCI 440—Mammalian Physiology	4
PHYS 121—Fundamentals of Physics I	4
BCHM 461—Biochemistry I	3
BCHM 462—Biochemistry II	3
BCHM 464—Biochemistry Laboratory I	2
BCHM 465—Biochemistry III	3
BSCI 223—General Microbiology	4
BIOM 301—Introduction to Biometrics	3
ENGL 101—Introduction to Writing	3
ENGL 393—Technical Writing	3
BSCI 105—Principles of Biology I	4
BSCI 222—Genetics	4
Additional CORE program requirements	24
Restricted electives	3
Electives	5
Subtotal	98
TOTAL CREDITS	120

Advising

Department advising is mandatory. When planning a course of study, students must consult the Undergraduate Catalog for the year they entered the program and also see an appropriate departmental adviser. Information on advising may be obtained by calling the department office, (301) 405-4520.

Student Organizations

The NFSC Department has two active undergraduate clubs: the Food and Nutrition (FAN) club and the Food Science club, which sponsor outreach activities and speakers on career-related topics, and participate in a variety of social activities. Call (301) 405-4520 for more information.

Course Codes: NFSC

OPERATIONS AND QUALITY MANAGEMENT

For information, consult the Robert H. Smith School of Business entry in chapter 6.

PHILOSOPHY (PHIL)

College of Arts and Humanities

1124 Skinner Building, (301) 405-5689/90

Professor and Chair: Carruthers

Professors: Bub, Cherniak, Darden, Greenspan, Harty, Leshner, Levinson, Martin, Pasch (emeritus), Perkins (emeritus), Rey, Slote, Suppe (emeritus), Svenonius, Wallace (part-time)

Associate Professors: Brown, Celarier (emeritus), Lichtenberg, Manekin, Morreau, Odell, Pietroski, Stairs

Assistant Professors: Kerstein, Washington

Affiliate Professors: Brush, Hornstein

LOW PRODUCTIVITY PROGRAM RECOMMENDATION

Institution: UNIVERSITY OF MARYLAND, COLLEGE PARK

Degree Level: Doctoral

HEGIS Code and Program Title: HEGIS 0113.00 _____ Food Science

Check One:

- ☐ We are **not** seeking an exemption for this program. We plan to discontinue the program, effective

(Date of Discontinuance)

We are seeking an exemption for this program on the following grounds:

- ☐ Centrality to Mission
- ☐ Quality of Graduates
- ☒ Access
- ☐ Appropriate Duplication
- ☒ Contribution to Economic Development
- ☐ Cost Factors
- ☐ General Exemption Baccalaureate Level Liberal Arts Program

The following documentation is provided in support of this exemption. *(Please refer to second page of March 1, 2000 memorandum from MHEC on low productivity programs for information about documentation. In some cases, data are required, while in others a narrative argument is appropriate. Attach additional pages as necessary.)*

1. Access: This program and the newly approved program being initiated at UMES are the only Ph.D. programs in Food Science in Maryland. Given the importance of the food production and the biotechnology industries in the state it is essential to have such programs available for students who want advanced training in the field.

2. Contribution to Economic Development:

The Food and Drug Administration is building a major research facility near the University, and has created the Joint Institute for Food Safety and Applied Nutrition in collaboration with the University, in part to facilitate joint research efforts. Faculty, staff, and students in the Food Science program are an important part of this collaboration. Indeed the program has added two new faculty members and a new graduate program director to accommodate this activity.

The program suffered a lull in activity, but is now being revitalized, partly in response to the advent of JIFSAN. Student numbers are already increasing, with four newly admitted for Fall 2001. There is a significant lag between admissions and degrees, however. One Ph.D. was awarded in FY 2001, and several more are anticipated within the next several years as the program continues to ramp up.

LOW PRODUCTIVITY PROGRAM RECOMMENDATION

Institution: UNIVERSITY OF MARYLAND, COLLEGE PARK

Degree Level: **Doctoral**

HEGIS Code and Program Title: **HEGIS 1220.00** **Hearing and Speech Sciences**

Check One:

- ☐ We are not seeking an exemption for this program. We plan to discontinue the program, effective

(Date of Discontinuance)

We are seeking an exemption for this program on the following grounds:

- ☐ Centrality to Mission
- ☐ Quality of Graduates
- ☒ Access
- ☐ Appropriate Duplication
- ☐ Contribution to Economic Development
- ☒ Cost Factors
- ☐ General Exemption Baccalaureate Level Liberal Arts Program

The following documentation is provided in support of this exemption. (Please refer to second page of March 1, 2000 memorandum from MHEC on low productivity programs for information about documentation. In some cases, data are required, while in others a narrative argument is appropriate. Attach additional pages as necessary.)

1. Access: This is the only Ph.D. program in Hearing and Speech Sciences in the Maryland, Delaware, Northern Virginia, D.C. region, and its graduates staff many of the other programs offered in this area. In particular, four of sixteen faculty at Towson University, including the present and former chair, six of twenty faculty at George Washington University, also including the present and former chair, and three of six faculty at the University of the District of Columbia are graduates of this program. In addition, two recent graduates have very significant leadership positions at the National Institute of Arthritis and Musculoskeletal and Skin Disorders (NIAMS), one as Section Chief in the Speech-Pathology Section, the second as Deputy Director of the Ultrasound Imaging and Oral Pharyngeal Function Laboratory. There is an acute national shortage of Ph.D. graduates in Hearing and Speech Sciences.

2. Cost Factors: The program is offered within a unit that also offers very large programs at the bachelor's and master's levels; only a small number of courses are offered specifically for Ph.D. students. There are ten students currently in the pipeline for receiving the Ph.D., with two degrees expected in FY2002 and two more in FY2003. Only minimal resources could be recovered by eliminating this degree, and then only after a delay of several years at least, to allow enrolled students time to complete their programs.

Another factor is that, about two years from now, the national requirement for certification as an audiologist will require training at the doctoral level, where a masters degree has been sufficient until now. The university is likely to propose a new Ph.D. program in Audiology to accommodate the many practitioners it has already trained at the master's level and new practitioners who will require training in that field. Because of the overlap of the potential new program and the current one, any activities that might be avoided by closing the current program would nevertheless have to be in place to accommodate the new.

LOW PRODUCTIVITY PROGRAM RECOMMENDATION

Institution: **UNIVERSITY OF MARYLAND, COLLEGE PARK**

Degree Level: **Doctoral**

HEGIS Code and Program Title: **HEGIS 2299-02_____Policy Sciences**

Check One: **No Action Required; See below.**

☐ We are **not** seeking an exemption for this program. We plan to discontinue the program, effective

(Date of Discontinuance)

We are seeking an exemption for this program on the following grounds:

- ☐ Centrality to Mission
- ☐ Quality of Graduates
- ☐ Access
- ☐ Appropriate Duplication
- ☐ Contribution to Economic Development
- ☐ Cost Factors
- ☐ General Exemption Baccalaureate Level Liberal Arts Program

The following documentation is provided in support of this exemption. *(Please refer to second page of March 1, 2000 memorandum from MHEC on low productivity programs for information about documentation. In some cases, data are required, while in others a narrative argument is appropriate. Attach additional pages as necessary.)*

1. Degrees awarded do satisfy the minimum standard, although one degree was not reported to nor recorded by MHEC. In particular, two Ph.D.s were awarded in FY 1999. Only one was reported, however, because one degree awarded in May 1999 was not entered into our records until August 28 of that year. The degrees reported included those entered on or before that August 14. Once missed, these late entered degrees cannot be captured through a later update.

2. More significantly, this doctoral program was reenergized about five years ago, and the corresponding surge in degree production is just beginning. There were no doctoral degrees awarded in FY 2000. Three have already been awarded in FY01, and two more are expected to be completed during the current summer, to be reported in FY02.

SUMMARY OF LOW PRODUCTIVITY PROGRAM RECOMMENDATIONS

Name of Institution: UNIVERSITY OF MARYLAND EASTERN SHORE

Identified Low Demand Program: Title and Degree Level	Recommend Discontinuance	Seeking Exemption: Category (please check)						
		Mission Centrality	Quality of Graduates	Access	Appropriate Duplication	Economic Development	Cost Factors	General Exemption Liberal Arts (< 5)
1) English Education (Bachelor's)*								
2) Social Science Education (B)*								
3) Biological Education *								
4) Chemistry Education (B)*								
5) Mathematics Education (B)*								
6) Business Education (B)				X				
7) Agriculture Education (B)*								
8)								
9) *PLEASE NOTE: The University of Maryland Eastern Shore has requested changes in the HECIS codes and is currently awaiting MHEG's response.								
10)								
11)								
12)								
13)								
14)								
15)								

Duplicate form if necessary to provide sufficient room to report on all programs listed. For each program listed on the summary sheet, please attach a separate form with necessary documentation to support request for exemption.

Signature of President or Designee: _____

LOW PRODUCTIVITY PROGRAM RECOMMENDATION

Institution: University of Maryland Eastern Shore

Degree Level: Baccalaureate

HEGIS Code and Program Title: 080304 English Education

Check One:

- ☐ We are not seeking an exemption for this program. We plan to discontinue the program, effective

(Date of Discontinuance)

We are seeking an exemption for this program on the following grounds:

- ☐ Centrality to Mission
- ☐ Quality of Graduates
- ☐ Access
- ☐ Appropriate Duplication
- ☐ Contribution to Economic Development
- ☐ Cost Factors
- ☐ General Exemption Baccalaureate Level Liberal Arts Program

The following documentation is provided in support of this exemption. (Please refer to second page of March 1, 2000 memorandum from MHEC on low productivity programs for information about documentation. In some cases, data are required, while in others a narrative argument is appropriate. Attach additional pages as necessary.)

The University of Maryland has requested changes to the HEGIS codes for Teacher Education Programs and is currently awaiting MHEC's response.

LOW PRODUCTIVITY PROGRAM RECOMMENDATION

Institution: The University of Maryland Eastern Shore

Degree Level: Baccalaureate

HEGIS Code and Program Title: 080307 Social Science Education

Check One:

- ☐ We are not seeking an exemption for this program. We plan to discontinue the program, effective _____.
- (Date of Discontinuance)

We are seeking an exemption for this program on the following grounds:

- ☐ Centrality to Mission
- ☐ Quality of Graduates
- ☐ Access
- ☐ Appropriate Duplication
- ☐ Contribution to Economic Development
- ☐ Cost Factors
- ☐ General Exemption Baccalaureate Level Liberal Arts Program

The following documentation is provided in support of this exemption. (Please refer to second page of March 1, 2000 memorandum from MHEC on low productivity programs for information about documentation. In some cases, data are required, while in others a narrative argument is appropriate. Attach additional pages as necessary.)

The University of Maryland Eastern Shore has requested changes in the Hegis Codes for Teacher Education Programs and is currently awaiting MHEC's response.

LOW PRODUCTIVITY PROGRAM RECOMMENDATION

Institution: The University of Maryland Eastern Shore

Degree Level: Baccalaureate

HEGIS Code and Program Title: 080310 Biological Education

Check One:

- ☐ We are **not** seeking an exemption for this program. We plan to discontinue the program, effective _____
(Date of Discontinuance)

We are seeking an exemption for this program on the following grounds:

- ☐ Centrality to Mission
- ☐ Quality of Graduates
- ☐ Access
- ☐ Appropriate Duplication
- ☐ Contribution to Economic Development
- ☐ Cost Factors
- ☐ General Exemption Baccalaureate Level Liberal Arts Program

The following documentation is provided in support of this exemption. *(Please refer to second page of March 1, 2000 memorandum from MHEC on low productivity programs for information about documentation. In some cases, data are required, while in others a narrative argument is appropriate. Attach additional pages as necessary.)*

The University of Maryland Eastern Shore has requested changes in the Hegis Codes for Teacher Education Programs and is currently awaiting MHEC's response.

LOW PRODUCTIVITY PROGRAM RECOMMENDATION

Institution: The University of Maryland Eastern Shore

Degree Level: Baccalaureate

HEGIS Code and Program Title: 080311 Chemistry Education

Check One:

- ☐ We are not seeking an exemption for this program. We plan to discontinue the program, effective _____
(Date of Discontinuance)

We are seeking an exemption for this program on the following grounds:

- ☐ Centrality to Mission
☐ Quality of Graduates
☐ Access
☐ Appropriate Duplication
☐ Contribution to Economic Development
☐ Cost Factors
☐ General Exemption Baccalaureate Level Liberal Arts Program

The following documentation is provided in support of this exemption. *(Please refer to second page of March 1, 2000 memorandum from MHEC on low productivity programs for information about documentation. In some cases, data are required, while in others a narrative argument is appropriate. Attach additional pages as necessary.)*

The University of Maryland Eastern Shore has requested changes in the Hegis Codes for Teacher Education Programs and is currently awaiting MHEC's response.

LOW PRODUCTIVITY PROGRAM RECOMMENDATION

Institution: The University of Maryland Eastern Shore

Degree Level: Baccalaureate

HEGIS Code and Program Title: 083300 Mathematics Education

Check One:

- ☐ We are not seeking an exemption for this program. We plan to discontinue the program, effective _____.
- (Date of Discontinuance)

We are seeking an exemption for this program on the following grounds:

- ☐ Centrality to Mission
- ☐ Quality of Graduates
- ☐ Access
- ☐ Appropriate Duplication
- ☐ Contribution to Economic Development
- ☐ Cost Factors
- ☐ General Exemption Baccalaureate Level Liberal Arts Program

The following documentation is provided in support of this exemption. (Please refer to second page of March 1, 2000 memorandum from MHEC on low productivity programs for information about documentation. In some cases, data are required, while in others a narrative argument is appropriate. Attach additional pages as necessary.)

The University of Maryland Eastern Shore has requested changes in the Hegis Codes for Teacher Education Programs and is currently awaiting MHEC's response.

LOW PRODUCTIVITY PROGRAM RECOMMENDATION

Institution: The University of Maryland Eastern Shore

Degree Level: Baccalaureate

HEGIS Code and Program Title: 083801 Business Education

Check One:

- ☐ We are not seeking an exemption for this program. We plan to discontinue the program, effective _____.
- (Date of Discontinuance)

We are seeking an exemption for this program on the following grounds:

- ☐ Centrality to Mission
- ☐ Quality of Graduates
- ☒ Access
- ☐ Appropriate Duplication
- ☐ Contribution to Economic Development
- ☐ Cost Factors
- ☐ General Exemption Baccalaureate Level Liberal Arts Program

The following documentation is provided in support of this exemption. (Please refer to second page of March 1, 2000 memorandum from MHEC on low productivity programs for information about documentation. In some cases, data are required, while in others a narrative argument is appropriate. Attach additional pages as necessary.)

UMES offers the only Maryland State Department approved Business Education Program on the Eastern Shore, and the Department of Business, Management and Accounting is placing considerable emphasis on recruiting and providing access to students, particularly non-traditional and career-changing adults, to the program.

It is widely acknowledged that Business Education teachers play a vital role in introducing young people and career-changing adults to the business / management and economics / technology aspects of our State. There is a need to continue producing well-qualified teachers in the Business Education area.

To that end, plans are in progress to work with high school students and guidance counselors and inform them of career opportunities available in business education. In addition, the Department faculty have met with a number of Business Education Alumni who have indicated a willingness to assist the Department in recruiting high ability students into the program.

Moreover, greater emphasis is being placed on increasing students' competencies in computer applications, elementary accounting, and other business functions that are necessary to the business and technology sectors of our economy. The revised curriculum is geared towards providing broad knowledge of the business /management process. Through these efforts and without additional cost, the Department anticipates an increase in enrollment and the awarding of an increasing number of degrees in the near future.

LOW PRODUCTIVITY PROGRAM RECOMMENDATION

Institution: The University of Maryland Eastern Shore

Degree Level: Baccalaureate

HEGIS Code and Program Title: 089901 Agriculture Education

Check One:

- ☐ We are **not** seeking an exemption for this program. We plan to discontinue the program, effective _____.
- (Date of Discontinuance)

We are seeking an exemption for this program on the following grounds:

- ☐ Centrality to Mission
- ☐ Quality of Graduates
- ☐ Access
- ☐ Appropriate Duplication
- ☐ Contribution to Economic Development
- ☐ Cost Factors
- ☐ General Exemption Baccalaureate Level Liberal Arts Program

The following documentation is provided in support of this exemption. (Please refer to second page of March 1, 2000 memorandum from MHEC on low productivity programs for information about documentation. In some cases, data are required, while in others a narrative argument is appropriate. Attach additional pages as necessary.)

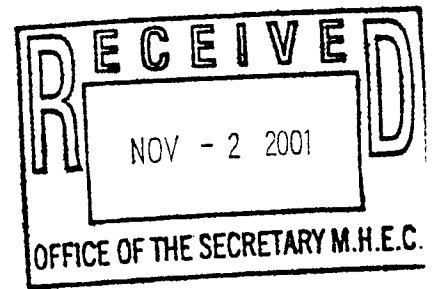
The University of Maryland Eastern Shore has requested changes in the Hegis Codes for Teacher Education Programs and is currently awaiting MHEC's response.

Morgan State University

2001 Response

regarding

Low-Productivity Degree Programs



Vice President for Academic Affairs

October 31, 2001

Ms. Karen R. Johnson, J.D.
Secretary of Higher Education
The Maryland Higher Education Commission
16 Francis Street
Annapolis, Maryland 21401-1781

Dear Ms. Johnson:

Low productivity programs were reviewed by our Board of Regents at their August 21 meeting. We are asking that we be allowed to continue to offer the five academic programs, two baccalaureates and three masters, identified as low productivity programs. These programs support our mission and expressed program emphasis. In each case, efforts/strategies to improve program productivity are underway.

Bachelors Programs

Theater Arts

Many students participate in the annual theatrical production on campus but do not choose to major in Theater Arts.

Low demand for this program has been due in part to the poor quality of our facilities. However, with the completion of the new fine arts center, we now have state-of-the-art facilities for this program. We expect to see renewed interest in Theater Arts as a major.

Economics

Enrollment trends and graduation rates indicate that both the undergraduate and graduate programs in Economics are on the decline. Nevertheless, Economics is critical to the liberal arts foundation offered at the University.

The Department of Economics performs a large service function at the University. It provides cross-disciplinary training for all of the students in the Earl G. Graves School of Business and Management where all majors are required to take four courses. Additionally, it provides cross-disciplinary training for all majors in Political Science in the College of Liberal Arts and Social Science elective in the General Education Core. Because of its large service function and its interdisciplinary connections, the department is literally offering the undergraduate and graduate programs without additional cost to the University.

A vacancy created last year has provided the opportunity to search for a new chairperson for the Economics Department. Aggressive, visionary leadership will enable the department to mount initiatives to revitalize the undergraduate and graduate programs and attract new majors.

Masters Programs

Music

Although the University has developed and sustained an outstanding choral music program over the last thirty-five years, the majority of the participants are not music majors. There are currently about 100 undergraduate music majors but graduate enrollments have consistently been very small.

The environment for this program has been similar to that described above for the Theater Arts program. With the advent of the new fine arts center and an infusion of additional fiscal and human resources, it is reasonable to expect new interest in this program and an attendant increase in enrollment and in graduation rates.

Economics

(Comments provided above refer to both undergraduate and graduate programs.)

International Studies

Enrollment in this program has increased gradually over the last several years; however, the graduation rate has not increased proportionately. It seems that students are taking a longer time in meeting program requirements, especially the foreign language and thesis requirements. The University maintains that these

requirements are essential for the preparation of students in international studies and is working aggressively with them to meet these requirements. New measures have been undertaken to provide assistance for them in meeting the foreign language requirement through the Department of Foreign Languages and through a new program feature that allows them to meet that requirement through university-approved study abroad.

This program, too, has suffered from a leadership crisis. The search for a new chairperson for that department is continuing.

Sincerely,

A handwritten signature in cursive script, reading "Clara I. Adams". The signature is written in dark ink and is positioned above the printed name and title.

Clara I. Adams

Vice President for Academic Affairs

Cc: Dr Earl S. Richardson



Parris N. Glendening
Governor

AGENDA ITEM SUMMARY

John J. Oliver, Jr.
Chairman

Karen R. Johnson
Secretary of Higher Education

SUBJECT: Final Action on COMAR 13B.07.05 Space Allocation Guidelines

COMMITTEE: None

DATE OF COMMISSION MEETING: February 12, 2002 **STAFF:** Monica E. Randall

SUMMARY: Final action on changes to the procedures used to determine space needs for classrooms, laboratories, offices, libraries, special and general use areas, support, health and outdoor facilities.

RECOMMENDATION: It is recommended that the Commission approve the final action on COMAR 13B.07.05 Space Allocation Guidelines.



Parris N. Glendening
Governor

John J. Oliver, Jr.
Chairman

Karen R. Johnson
Secretary of Higher Education

MEMORANDUM

DATE: February 12, 2002

TO: Maryland Higher Education Commission

FROM: Karen R. Johnson, *KR Johnson* STAFF: Monica E. Randall

SUBJECT: Final Action on COMAR 13B.07.05 Space Allocation Guidelines

At the June 12, 2001 meeting, the Commission approved revisions to the Space Allocation Guidelines based on a study done by the Community College Space Guidelines Committee. These guidelines are used by the Commission, Department of Budget and Management, Department of General Services, Maryland Office of Planning and the Board of Public Works to evaluate construction projects.

The revised guidelines were submitted to the Joint Committee on Administrative, Executive, and Legislative Review (AELR), the Division of State Documents, and published for public comment in the Maryland Register on October 5, 2001. The revisions, as shown in Attachment I, changes the procedures used to determine space needs for classrooms, laboratories, offices, libraries, special and general use areas, support, health and outdoor facilities.

RECOMMENDATION: It is recommended that the Commission approve the final action on COMAR 13B.07.05 Space Allocation Guidelines.

Subtitle 07 COMMUNITY COLLEGES**13B.07.02 General Regulations and Policies for Community Colleges**

Authority: Education Article, [§11-105] *Title 11 and Title 16*,
Annotated Code of Maryland

Notice of Proposed Action

[01-336-P]

The Maryland Higher Education Commission proposes to amend Regulation .03 under **COMAR 13B.07.02 General Regulations and Policies for Community Colleges**. This action was considered at an open meeting held pursuant to State Government Article, 10-506, Annotated Code of Maryland, by the Maryland Higher Education Commission on June 12, 2001.

Statement of Purpose

The purpose of this action is to make the regulation consistent with existing law and practice and allow that a student enrolled in a program designated by the Commission as health manpower shortage, Statewide or regional, shall be considered a resident for tuition purposes.

Comparison to Federal Standards

There is no corresponding federal standard to this proposed regulation.

Estimate of Economic Impact

The proposed action has minimal or no economic impact.

Economic Impact on Small Businesses

The proposed action has minimal or no impact on small businesses.

Opportunity for Public Comment

Comments on the proposed action may be sent to Dr. John A. Sabatini, Jr., Assistant Secretary for Planning and Academic Affairs, Maryland Higher Education Commission, 16 Francis Street, Annapolis, Maryland 21401, or call (410) 260-4566 or fax to (410) 974-5376. Comments will be accepted through November 5, 2001.

.03 Student Residency Policy.

A. — B. (text unchanged)

C. Tuition Requirements.

(1) — (2) (text unchanged)

(3) A student enrolled in a program designed as *health manpower shortage*, Statewide or regional by the Commission [may] *shall* be considered a resident for tuition purposes [if domiciled in the approved region for the program].

D. — H. (text unchanged)

KAREN R. JOHNSON
Secretary of Higher Education

Subtitle 07 COMMUNITY COLLEGES**13B.07.05 Space Allocation Guidelines**

Authority: Education Article, [§11-105] *Title 11 and Title 16*,
Annotated Code of Maryland

Notice of Proposed Action

[01-335-P]

The Maryland Higher Education Commission proposes to amend Regulations .01, .03, and .04, repeal existing Regulation .02, and adopt new Regulation .02, under **COMAR 13B.07.05 Space Allocation Guidelines**. This action was considered at an open meeting held pursuant to State Government Article, 10-506, Annotated Code of Maryland, by the Maryland Higher Education Commission on June 12, 2001. At this time the Commissioner withdraws its proposal to repeal regulations as published in 28:6 Md. R. 651 (March 23, 2001) referenced as [01-080-P].

Statement of Purpose

The purpose of this action is to allow efficient and effective revision of the Space Allocation Guidelines due to evolving educational practices, and to develop a process which is consistent among all segments of higher education. These space guidelines will also be included as a part of the Maryland Higher Education Commission's guidelines for the Community College Capital Grant Program and be included in the Facilities Manual for Community Colleges.

Comparison to Federal Standards

There is no corresponding federal standard to this proposed regulation.

Estimate of Economic Impact

The proposed action has minimal or no economic impact.

Economic Impact on Small Businesses

The proposed action has minimal or no impact on small businesses.

Opportunity for Public Comment

Comments on the proposed action may be sent to Janice Doyle, Assistant Secretary of Finance Policy, Maryland Higher Education Commission, 16 Francis Street, Annapolis, MD 21401, or call (410) 260-4537 or fax to (410) 974-5994. Comments will be accepted through November 5, 2001.

.01 General Principles.

A. (text unchanged)

B. These regulations are not fixed standards and may be subject to modifications when justified as reflected in the *Maryland Higher Education Commission's Community College Facilities Manual*. The regulations shall be used by the Department of Budget and Management, the Department of General Services, the Maryland Higher Education Commission, and the Board of Public Works in evaluating both long-range planning and individual construction projects.

C. — J. (text unchanged)

.02 Capital Guidelines.

Space allocation guidelines for college campuses are as follows:

HEGIS Code	Room Use Category Space	Base	Space Factor by Size of FTDE	
			3000 & Under	3001 & Up
100	Classroom Facilities	WSCH ¹	1.50	1.11
110	Classroom			
200	Laboratory Facilities	WSCH ²	7.00	5.83
210	Class Laboratory			
220	Open Laboratory	FTDE	4.20	4.20
300	Office	FTEF ³	166.00	166.00
		FT Staff		
		Student Offices ⁴		
320	Testing & Tutoring Centers	FTDE ⁵	Core of 1,500 NASF and 0.5 NASF/FTDE in excess of 1,500 FTDE.	
400	Library			
410	Study/Seating	FTDE	6.25	6.25
420	Stack	BVE ⁶	.10-	.10+
400 — 455	Processing	Percent of 420 with minimum of 1,200 NASF ⁷	.40	.40
500	Special Use			
520	Physical Education — Pool, Gym, and Fitness/Wellness Center	FTDE ⁸	Core of 28,000 NASF (consisting of 14,000 for a gym, 8,000 for a pool, and 6,000 for a fitness center) and 10 NASF/FTDE in excess of 1,500 FTDE and 6,000 NASF of service space (consisting of 3,500 for lockers and 2,500 for storage).	
530	Audiovisual, Radio, TV	FTDE	Core of 1,600 NASF and 0.8 NASF/FTDE in excess of 1,500 FTDE up to 3,000 FTDE and 2 NASF/FTDE in excess of 3,000 FTDE.	
580	Greenhouse	Campus	Core of 1,000 NASF	
600	General Use			
610	Assembly	FTDE	Core of 12,000 NASF and 2 NASF/FTDE in excess of 1,500 FTDE.	
620	Exhibition	FTDE	Core of 1,500 NASF and 0.5 NASF/FTDE in excess of 1,500 FTDE.	
630	Food Facilities	PHC ⁹	10.2	8.4
650	Lounge Facilities	PHC ¹⁰	3.0	3.0
660	Merchandising	FTDE	Core of 1,600 NASF and 0.5 NASF/FTDE in excess of 1,500 FTDE.	
680	Meeting Space	FTDE	Core of 6,000 NASF Core of 8,000 NASF	
700	Support			
710	Data Processing, Telecomm	FTDE ¹¹	Core of 2,500 NASF for the first 4,000 FTDE and 0.75 NASF/FTDE beyond 4,000 FTDE.	
720 — 745	Shops, Storage, Vehicle Storage, and Repair	Total Campus Allowance minus this category ¹²	0.04	0.04

HEGIS Code	Room Use Category Space	Base	Space Factor by Size of FTDE	
			3000 & Under	3001 & Up
750	Central Service	FTDE	Core of 4,000 NASF for the first 4,000 FTDE and 1 NASF/FTDE beyond 4,000 FTDE.	
760	Hazardous Materials	Total Storage	2% of existing inventory in Room Use Categories 720 — 745.	
800	Health Care	FTDE	Core of 500 NASF and 0.2 NASF/FTDE in excess of 1,500 FTDE.	

¹ WSCH-Lecture. Weekly student contact hours for on-campus day students in credit courses and eligible noncredit courses where instruction is lecture.

² WSHC-Lab. Weekly student contact hours for on-campus day students in credit courses and eligible noncredit courses where instruction is lab.

³ FTEF — Full-time equivalent faculty, including librarians, plus 25% of all part-time faculty.

⁴ 1,120 square feet maximum for student offices.

⁵ FTDE — Full-time day equivalent is total credit hours taught on campus between 8 a.m. and 5 p.m. divided by 15 credit hours.

⁶ BVE — Bound volume equivalent which is 20,000 BVE for the first 1,000 FTE and 1,000 BVE for every 100 FTE above 1,000.

⁷ A minimum allowance is needed for cataloging, binding, and maintenance regardless of collection size.

⁸ Minimum size of gym is 14,000 NASF for activity space, 8,000 NASF for pool, 6,000 NASF for fitness space, 3,500 NASF for lockers, and 2,500 NASF for storage.

⁹ PHC — Planning headcount is 50% of FTDE for on-campus credit and eligible noncredit courses plus FTEF and FT Staff and includes space for seating, preparation, and storage.

¹⁰ Allowance includes quiet, study, and building lounges.

¹¹ FTDE for on-campus credit courses and eligible noncredit courses.

¹² Allowance related to required service space on campus total square footage.

.03 Capital Guidelines Factor Development.

A. (text unchanged)

B. 100 — Classroom.

(1) (text unchanged)

(2) For the large colleges, the following formula was used:

(a) Assume [18] 20 NASF — average station size;

(b) Assume [24] 27 hours per week — target room utilization rate;

(c) Assume [70] 66.7 percent — expected seat occupancy rate; and

(d) [18] 20 divided by ([24] 27 × [0.70] .667) yields [1.07] 1.11.

C. 200 — Laboratory.

(1) For the smaller colleges, the guideline was computed on the basis of the following formula:

(a) Assume [48] 50 NASF — average station size for natural and social science labs;

(b) Assume [110] 115 NASF — average station size for technical and career labs;

(c) — (e) (text unchanged)

(f) For natural and social sciences labs, [48] 50 times 0.80 divided by (15 × 0.60) yields [4.26] 4.45;

(g) For technical and career labs, [110] 115 times 0.20 divided by (15 × 0.60) yields [2.44] 2.55; and

(h) The sum of [4.26] 4.45 and [2.44] 2.55 is [6.70] 7.0.

(2) For the larger colleges, the guideline was computed in the same manner except that the target room utilization rate was raised to [20] 18 hours per week [and the expected seat occupancy rate to 70 percent].

D. 300 — Office.

(1) The allowance of [150] 166.0 NASF per individual requiring office space is adopted to cover all space required for faculty offices, administrative offices, clerical offices,

student offices (1,120 square feet maximum), library offices, file rooms, mimeograph rooms, vaults, conference room, waiting rooms, interview rooms, closets, private toilets, record rooms, and office supply rooms. Centralized duplicating or print shops are not included.

(2) 320 — A core space of 1,500 NASF and .05 NASF/FTDE in excess of 1,500 FTDE.

E. (text unchanged)

F. 500 — Special Use.

(1) 520 — Physical Education. [For all colleges regardless of size, a core amount of activity space (14,000 NASF) is provided for such activities as a gymnasium, wellness center, handball courts, or other specific programs and functional spaces consistent with each college's instructional offerings.]

[(2) Recognizing that a core amount of space is needed for a swimming pool in excess of basic activity space, 8,000 NASF is provided when justified by instructional offerings. An additional 5,000 NASF of service space is provided for lockers, showers, towels, first aid, dressing, and storage space. An allocation of 10 NASF per FTDE beyond 1,500 is incorporated in the guidelines.]

A core of 28,000 NASF (consisting of 14,000 for a gym, 8,000 for a pool, and 6,000 for a fitness center) and 10 NASF/FTDE in excess of 1,500 FTDE and 6,000 NASF of service space (consisting of 3,500 for lockers and 2,500 for storage).

[(3)] (2) — [(4)] (3) (text unchanged)

G. 600 — General Use.

(1) 610 — Assembly. [A core space of 8,320 NASF is provided for the first 1,500 FTDE. Included is space for seating areas (4,500 NASF) with a capacity of 500, stage and wings (2,800 NASF), control rooms (420 NASF), and makeup and dressing rooms (600 NASF). Additional space beyond this allocation is provided at the rate of 2 NASF per

FTDE in excess of 1,500.] A core of 12,000 NASF and 2 NASF/FTDE in excess of 1,500 FTDE.

(2) (text unchanged)

(3) 630 — Food Facilities. This factor is based upon the potential number of users to be served, type of service to be used, number of turnovers, preparation methods, commuter implications, and storage. Space is to be provided for 50 percent of the FTDE students, FTE faculty, and FT staff. Allowance is for 15 NASF per seat for dining, 3 NASF per seat for serving, a turnover of 3:1 per meal, 70 percent of dining and serving allowance for campuses [2500] 3,000 FTDE and under, and 40 percent of dining and serving allowance for campuses [2,501] 3,001 FTDE and over.

(4) — (5) (text unchanged)

(6) 680 — Meeting Space. A core of 6,000 NASF for FTDE of 3,000 or less and a core of 8,000 NASF for FTDE 3,001 and above.

H. 700 — Support.

(1) — (2) (text unchanged)

(3) 760 — Hazardous Materials. An allowance of 2 percent of the existing inventory in room use categories 720 — 745 is used to determine storage space requirement.

I. (text unchanged)

.04 Outdoor Facilities.

A. Regular Parking. The allowance is 300 square feet per car and the number of spaces is based upon the following:

(1) — (2) (text unchanged)

(3) 75 percent — full-time day equivalent for on-campus credit and eligible noncredit courses; and

(4) 2 percent — visitors (2 percent of total authorized spaces).

B. — C. (text unchanged)

KAREN R. JOHNSON
Secretary of Higher Education

Title 14 INDEPENDENT AGENCIES

Subtitle 09 WORKERS' COMPENSATION COMMISSION

Correction of Open Meeting Date

[01-285-P]

The Open Meeting date regarding the amendments to Regulation .23 under COMAR 14.09.01 Procedural Requirements and Regulations .01 — .02 under COMAR 14.09.06 Local Office Requirements for Insurers, which was published in 28:19 Md. R. 1640 (September 7, 2001), has been changed to Wednesday, October 24, 2001. The time and location remain the same.

JUDITH L. JOHNSTON
Secretary
Workers' Compensation Commission

Title 31 MARYLAND INSURANCE ADMINISTRATION

Subtitle 03 AGENTS, BROKERS, AND OTHER INSURANCE PROFESSIONALS

31.03.06 Surplus Lines

Authority: Insurance Article, §§3-304, 3-306, and 3-307,
Annotated Code of Maryland

Notice of Proposed Action

[01-324-P]

The Insurance Commissioner proposes to amend Regulation .09 and to adopt new Regulations .01-1, .04, and .11 under COMAR 31.03.06 Surplus Lines.

Statement of Purpose

The purpose of this action is to clarify the definition of "residential property" with respect to: (1) requirements regarding a substantially similar renewal offer on residential property when a person seeks to replace coverage written by an authorized insurer with coverage written by a surplus lines insurer; and (2) use of a disclosure form for policies written by a surplus lines insurer that cover residential property.

The proposed action provides that, for purposes of Insurance Article, §3-306(a)(5)(iii), Annotated Code of Maryland, a renewal offer for coverage on residential property is presumed to be made on substantially the same terms and conditions as the current coverage, unless the renewal offer contains certain terms and conditions. The proposed action also requires a surplus lines broker or an originating insurance producer to include certain information in an affidavit or on a form whenever coverage provided by an authorized insurer on residential property is replaced with coverage provided by an unauthorized insurer.

In addition, the proposed action authorizes a commercial insured to waive the diligent search requirement for the procurement of a surplus lines insurance policy that meets certain requirements.

Comparison to Federal Standards

There is no corresponding federal standard to this proposed regulation.

Estimate of Economic Impact

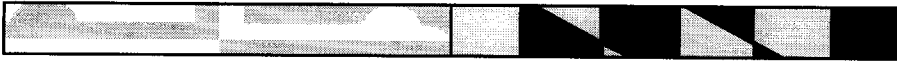
The proposed action has no economic impact.

Economic Impact on Small Businesses

The proposed action has minimal or no economic impact on small businesses.

Opportunity for Public Comment

Comments on the proposed action should be directed to Robert Becker, Associate Commissioner for Property and Casualty, 525 St. Paul Place, Baltimore, Maryland 21202, or call (410) 468-2301, or fax to (410) 468-2306, or e-mail to rbecker@mdinsurance.state.md.us. Comments must be received by November 5, 2001. No public hearing has been scheduled.



AGENDA ITEM SUMMARY

Parris N. Glendening
Governor

John J. Oliver, Jr.
Chairman

Karen R. Johnson
Secretary of Higher Education

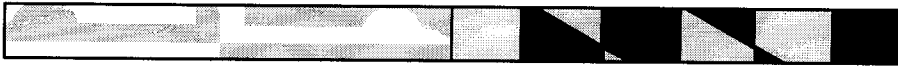
SUBJECT: Funding Guidelines Peer Performance Analysis

COMMITTEE: None

DATE OF COMMISSION MEETING: February 12, 2002 **STAFF:** Monica E. Randall

SUMMARY: A comprehensive assessment of the performance of each University System of Maryland institution and Morgan State University in comparison to their performance peers.

RECOMMENDATION: This item is for information only.



Parris N. Glendening
Governor


John J. Oliver, Jr.
Chairman

Karen R. Johnson
Secretary of Higher Education

M E M O R A N D U M

DATE: February 12, 2002

TO: Maryland Higher Education Commission

FROM: Karen R. Johnson,  STAFF: Monica E. Randall

SUBJECT: Funding Guidelines Peer Performance Analysis

Last month, the Maryland Higher Education Commission issued a report on the performance of each University System of Maryland institution and Morgan State University in comparison to their peer institutions on a set of performance measures. This report, distributed under separate cover, is part of the funding guidelines accountability process. Each applicable Maryland institution selected 10 “performance peers” and the Commission, in consultation with representatives from the University System of Maryland, Morgan State University, the Department of Budget and Management and the Department of Legislative Services, developed a set of comprehensive, outcome-oriented performance measures to compare Maryland institutions against their performance peers. There are 17 measures for USM institutions and 14 for Morgan. In some instances, institutions added specific indicators that were more reflective of the institution’s role and mission.

The report contains a comprehensive assessment of the performance of each University System of Maryland institution and Morgan State University in comparison to their performance peers. The report includes a discussion of the performance measures, criteria used to assess institutional performance, and issues related to data availability. In addition, each institution was given an opportunity to respond to the Commission’s assessment of its performance in comparison to its peers. Institutional responses and comments are summarized in the analysis section.

RECOMMENDATION: This item is for information only.



Parris N. Glendening
Governor

AGENDA ITEM SUMMARY

John J. Oliver, Jr.
Chairman

Karen R. Johnson
Secretary of Higher Education

SUBJECT: National Labor College-George Meany Center Application for Eligibility for the Joseph A. Sellinger Program of State Aid to Non-Public Institutions of Higher Education

COMMITTEE: None

DATE OF COMMISSION MEETING: February 12, 2002 **STAFF:** Dr. John A. Sabatini, Jr.

SUMMARY: In response to the National Labor College-George Meany Center's request to participate in the Joseph A. Sellinger Program of State Aid to Non-Public Institutions of Higher Education, the Commission staff conducted a thorough examination of the institution against the statutory criteria to participate in the program. In the opinion of the Commission staff, the National Labor College-George Meany Center meets fully the standards upon which it has been evaluated for the purposes of this program. The National Labor College operates as a "successor-in-interest" to Antioch-Maryland, which was established in the State of Maryland prior to 1970. In this capacity, it stands in the place of Antioch-Maryland with all of its rights and interests, including its long-established rights to Sellinger funds in accordance with State law.

RECOMMENDATION: It is recommended that the Commission approve The National Labor College-George Meany Center as an eligible institution under the Joseph A. Sellinger Program of State Aid to Non-Public Institutions of Higher Education.



Parris N. Glendening
Governor

John J. Oliver, Jr.
Chairman

MEMORANDUM

Karen R. Johnson
Secretary of Higher Education

DATE: February 12, 2002

TO: Maryland Higher Education Commission

FROM: Karen R. Johnson, J.D.  STAFF: Dr. John A. Sabatini, Jr.

SUBJECT: National Labor College-George Meany Center Application for Eligibility for the Joseph A. Sellinger Program of State Aid to Non-Public Institutions of Higher Education

The National Labor College-George Meany Center has made application to the Maryland Higher Education Commission to participate in the Joseph A. Sellinger Program of State Aid to Non-Public Institutions of Higher Education. In accordance with Education Article, section 17-103, Annotated Code of Maryland, the Maryland Higher Education Commission determines which institutions of higher education are eligible for funds under this section of the law. To qualify for aid under this subtitle an institution must be:

- A nonprofit private college or university established before July 1, 1970,
A nonprofit private institution of higher education that formerly received state aid as a component of a private college that was established prior to July 1, 1970, or
A nonprofit private institution of higher education that is established and grants an Associate of Arts Degree;
- Be approved by the Maryland Higher Education Commission;
- Be accredited by Middle States Association; or be a candidate for accreditation; subject to an affirmative action plan approved by the Commission; and authorized by the Commission to be eligible for the state aid program;
- Have awarded the Associate or Baccalaureate Degree to at least one graduating class;
- Maintain one or more earned degree programs, other than Seminarian or the Theological programs, leading to the Associate or Baccalaureate Degree; and
- Submit each program to the Commission for review and recommendation.

Accordingly, the Commission staff analyzed written documentation submitted by the institution, and met on several occasions with representatives of the National Labor College to ascertain the institution's compliance with the specifications contained in the statute.

This review entailed a thorough examination of the institution's compliance with the Commission's Minimum Requirements for Degree-Granting Institutions as well as the institution's standing with the regional accrediting agency, the Middle States Association of Colleges and Schools. The institution has received candidacy status from the regional accrediting association and, therefore, satisfies this provision. In addition, the institution submitted evidence establishing that it satisfies the statutory provision that requires recipients of Sellinger funds to be a nonprofit private institution of higher education that was established in the State before July 1, 1970 or formerly received state aid as a component of a private college that was established prior to July 1, 1970. In this case, the National Labor College was a component of Antioch-Maryland, which formerly qualified for and received state aid under this program. All these documents were thoroughly reviewed to determine compliance with section 17-103.

In the opinion of the Commission staff, the National Labor College-George Meany Center meets fully the standards upon which it has been evaluated for the purposes of this program. The National Labor College was initially established as a branch campus of Antioch-Maryland in 1972. It operates as a "successor-in-interest" to Antioch-Maryland, which was established in the State of Maryland prior to 1970. In this capacity, it stands in the place of Antioch-Maryland with all of its rights and interests, including its long-established rights to Sellinger funds in accordance with state law. In 1997, the institution was approved by the Maryland Higher Education Commission to operate as a private, upper-division, degree-granting institution offering bachelor's degree programs designed for working union members. The course of study includes Labor Studies, Labor Education, Organizational Dynamics and Growth, Political Economics of Labor, Union Government and Administration, Labor History and Labor Safety and Health. As a state approved institution of higher education, the National Labor College submits new programs, which may be proposed, and each major modification of an existing program, to the Commission for review and approval prior to implementation. In 1999, the Middle States Commission on Higher Education granted the institution candidacy status for regional accreditation.

RECOMMENDATION: It is recommended that the Commission approve The National Labor College-George Meany Center as an eligible institution under the Joseph A. Sellinger Program of State Aid to Non-Public Institutions of Higher Education.



Parris N. Glendening
Governor

AGENDA ITEM SUMMARY

John J. Oliver, Jr.
Chairman

Karen R. Johnson
Secretary of Higher Education

SUBJECT: Proposed Revisions to COMAR Sections 13B.02.03.24 Health Manpower Shortage and Statewide Programs and 13B.07.02.03.C.(3) Student Residency Policy to Fully Implement the Health Manpower Shortage Program

COMMITTEE: Education Policy Committee
Finance Policy Committee

DATE OF COMMISSION MEETING: February 12, 2002 **STAFF:** Dr. John A. Sabatini, Jr.
Dr. Michael J. Kiphart

SUMMARY: These proposed changes to the Code of Maryland Regulations (COMAR) are presented to the Commission for final approval. The proposed COMAR language was printed in the *Maryland Register* (October 5, 2001) and the mandatory comment period has passed. The Commission received no comments or objections to the proposed revisions during the mandated comment period.

The proposed *Health Manpower Shortage Programs* section of COMAR 13B.02.03.24 will fully implement section §16-310 (d)(1) of the *Education Article* to allow students enrolling in Commission-designated health manpower shortage area programs to attend community colleges outside their county of residence at in-county tuition rates. The change to COMAR 13B.07.02.03.C.(3) adds the Health Manpower Shortage students to the list of students that may be considered a resident for tuition purposes. The final proposed changes are to the *Statewide Programs* section COMAR 13B.02.03.24 that permit qualified students who are unable to enroll in a program in the community college in their county of residence due to that institution's program meeting enrollment capacity to enroll in a designated statewide program at another institution

RECOMMENDATION: It is recommended that the Maryland Higher Education Commission give final approval of the changes to COMAR 13B.02.03.24 and COMAR 13B.07.02.03.C.(3) necessary to implement Health Manpower Shortage Programs and to clarify student eligibility for Statewide Programs.



Parris N. Glendening
Governor

John J. Oliver, Jr.
Chairman

MEMORANDUM

Karen R. Johnson
Secretary of Higher Education

DATE: February 12, 2002

TO: Maryland Higher Education Commission

FROM: Education Policy Committee STAFF: Dr. John A. Sabatini, Jr.
Finance Policy Committee Dr. Michael J. Kiphart

SUBJECT: Proposed Revisions to COMAR Sections 13B.02.03.24 Health Manpower Shortage and Statewide Programs and 13B.07.02.03.C.(3) Student Residency Policy to Fully Implement the Health Manpower Shortage Program

In light of current work force shortages in many health related fields, particularly nursing, and to better implement the law related to Health Manpower Shortage Programs, the proposed changes to the Code of Maryland Regulations (COMAR) are presented to the Maryland Higher Education Commission for final Approval. The proposed changes to COMAR 13B.02.03.24 and COMAR 13B.07.02.03.C.(3) will add to current regulations a section entitled: ***Health Manpower Shortage Programs*** and will make a necessary change to the ***Statewide Programs*** section of COMAR. The proposed COMAR language as printed in the *Maryland Register* (October 5, 2001) is included on the pages subsequent to this memorandum. No comments or objections to the proposed revisions were received by the Commission during the mandated comment period.

According to current law, ***Education Article, §16-310 (d)(1)***, any student who is a resident of Maryland and enrolls in a health manpower shortage program designated by the Maryland Higher Education Commission is only required to pay the tuition and fees payable by a resident of a county that supports the community college, regardless of the student's county of residence. In addition, the Maryland Higher Education Commission will pay any applicable out-of-county fee to the community college for each out-of-county student enrolled in a health manpower shortage program. The text of ***§16-310 (d)(1)*** from the Education Article is as follows:

(d) (1) Notwithstanding subsection (b) of this section, if any student is a resident of this State and enrolls in an instructional program that the Commission designates as a health manpower shortage program or a statewide or regional program, the student shall pay only the student tuition and fees payable by a

resident of a county that supports the community college and the Commission shall pay any applicable out-of-county fee. For any fiscal year, if State appropriations to the Commission for payment of any applicable out-of-county fee under this paragraph do not provide sufficient funds to fully reimburse applicable out-of-county fees, the Governor shall include in the budget bill for the next fiscal year a deficiency appropriation to provide the additional funds to fully reimburse the out-of-county fees.

The proposed ***Health Manpower Shortage Programs*** section of COMAR 13B.02.03.24 will fully implement this section, ***§16-310 (d)(1)***, of the law to allow students enrolling in Commission-designated health manpower shortage area programs to attend community colleges outside their county of residence at in-county tuition rates. In addition, the Commission will pay any applicable out-of-county fee for each student enrolled in a Commission-designated health manpower shortage program to the community college enrolling a student through this program. The only change to COMAR 13B.07.02.03.C.(3) adds the Health Manpower Shortage students to the list of students that may be considered a resident for tuition purposes.

Changes are also proposed to the ***Statewide Programs*** section COMAR 13B.02.03.24 that permit qualified students who are unable to enroll in a program in the community college in their county of residence due to that institution's program meeting enrollment capacity to enroll in a designated statewide program at another institution. Presently, if the in-county institution has the program in question, the student could not attend an out-of-county institution for that statewide program. The Commission pays any applicable out-of-county fee for each student enrolled in a Commission-designated statewide program.

RECOMMENDATION: It is recommended that the Maryland Higher Education Commission give final approval to the changes to COMAR 13B.02.03.24 and COMAR 13B.07.02.03.C.(3) necessary to implement Health Manpower Shortage Programs and to clarify student eligibility for Statewide Programs.

Title 13B MARYLAND HIGHER EDUCATION COMMISSION

Subtitle 02 ACADEMIC REGULATIONS

13B.02.03 Academic Programs — Degree-Granting Institutions

Authority: Education Article, Title 11 and Title 16,
Annotate Code of Maryland

Notice of Proposed Action

[01-334-P]

The Maryland Higher Education Commission proposes to amend Regulation .24 under COMAR 13B.02.03 **Academic Programs — Degree-Granting Institutions**. This action was considered at an open meeting held pursuant to State Government Article, §10-506, Annotated Code of Maryland, by the Maryland Higher Education Commission on June 12, 2001.

Statement of Purpose

The purpose of this action is to make the regulation consistent with existing law and practice allowing a student enrolling in Commission-designated health manpower shortage area programs to attend a community college outside the student's county of residence at in-county tuition rates. The action also provides that the Commission shall pay the tuition differential to the community college enrolling a student through this program. The action also allows a qualified student who is unable to enroll in a program at the community college in the student's county of residence due to that institution's program meeting enrollment capacity to enroll in a designated statewide program at another institution.

Comparison to Federal Standards

There is no corresponding federal standard to this proposed regulation.

Estimate of Economic Impact

The proposed action has minimal or no economic impact.

Economic Impact on Small Businesses

The proposed action has minimal or no impact on small businesses.

Opportunity for Public Comment

Comments on the proposed action may be sent to Dr. John A. Sabatini, Jr., Assistant Secretary for Planning and Academic Affairs, Maryland Higher Education Commission, 16 Francis Street, Annapolis, Maryland 21401, or call (410) 260-4566 or fax to (410) 974-5376. Comments will be accepted through November 5, 2001.

.24 Health Manpower Shortage and Statewide Programs.

A. Health Manpower Shortage Programs.

(1) Any student who is a resident of this State and enrolls at a community college in an instructional program that the Commission has designated as a health manpower shortage program, shall pay only the student tuition and fees payable by a resident of a county that supports the community college, and the Commission shall pay any applicable out-of-county fee.

(2) The Department of Health and Mental Hygiene shall determine which health occupations are in short supply in the State and report the determinations to the Commission. The Commission shall designate the eligible health manpower shortage programs determined to be in short supply annually to the community colleges.

B. Statewide Programs.

(1) Community colleges have developed increasing numbers of specialized technical programs designed to prepare students for immediate employment. Many of these technical programs are offered at several community colleges because of large student enrollment and high employment availability. With the development of an increasing number of highly specialized technical programs, however, the duplication of certain programs by neighboring colleges, or colleges within a geographical region, may be prohibitively expensive to both the local political subdivision and the State.

[B.] (2) Statewide designation includes: [all political subdivisions except those that have the same program. Statewide designation applies only to programs that are not available at the community college in the student's county of residence.]

(a) Programs not available at the community college in the student's county of residence; or

(b) Programs at the community college in the student's county of residence that have reached the program's enrollment capacity and cannot enroll additional students meeting the program's academic requirements.

[C.] (3) The Statewide designation process applies to both existing programs and new programs. Upon endorsement by the local board of trustees, the requesting institution shall petition the Secretary to designate the program as Statewide by responding to the general criteria listed in §D of this regulation. The program, if so designated, is eligible for out-of-county tuition reimbursement by the State.

[D.] (4) (text unchanged)

[(1)] (a) — [(6)] (f) (text unchanged)

[E.] C. When limited funds are available, priority shall be given to programs that:

(1) Address designated health manpower shortage areas;

[(1)] (2) — [(3)] (4) (text unchanged)

[F.] D. (text unchanged)

[G.] E. If the Secretary determines there is no longer a need for a program to be designated as *health manpower shortage* or *Statewide*, the *health manpower shortage* or *Statewide* program designation may be discontinued. In these cases, [students already enrolled in the program] institutions shall continue to receive [a pro rata] reimbursement for the out-of-county differential for students already enrolled in the program.

KAREN R. JOHNSON
Secretary of Higher Education

Subtitle 07 COMMUNITY COLLEGES**13B.07.02 General Regulations and Policies for Community Colleges**

Authority: Education Article, [§11-105] Title 11 and Title 16,
Annotated Code of Maryland

Notice of Proposed Action

[01-336-P]

The Maryland Higher Education Commission proposes to amend Regulation .03 under **COMAR 13B.07.02 General Regulations and Policies for Community Colleges**. This action was considered at an open meeting held pursuant to State Government Article, 10-506, Annotated Code of Maryland, by the Maryland Higher Education Commission on June 12, 2001.

Statement of Purpose

The purpose of this action is to make the regulation consistent with existing law and practice and allow that a student enrolled in a program designated by the Commission as health manpower shortage, Statewide or regional, shall be considered a resident for tuition purposes.

Comparison to Federal Standards

There is no corresponding federal standard to this proposed regulation.

Estimate of Economic Impact

The proposed action has minimal or no economic impact.

Economic Impact on Small Businesses

The proposed action has minimal or no impact on small businesses.

Opportunity for Public Comment

Comments on the proposed action may be sent to Dr. John A. Sabatini, Jr., Assistant Secretary for Planning and Academic Affairs, Maryland Higher Education Commission, 16 Francis Street, Annapolis, Maryland 21401, or call (410) 260-4566 or fax to (410) 974-5376. Comments will be accepted through November 5, 2001.

.03 Student Residency Policy.

A. — B. (text unchanged)

C. Tuition Requirements.

(1) — (2) (text unchanged)

(3) A student enrolled in a program designed as *health manpower shortage*, Statewide or regional by the Commission [may] *shall* be considered a resident for tuition purposes [if domiciled in the approved region for the program].

D. — H. (text unchanged)

KAREN R. JOHNSON
Secretary of Higher Education

Subtitle 07 COMMUNITY COLLEGES**13B.07.05 Space Allocation Guidelines**

Authority: Education Article, [§11-105] Title 11 and Title 16,
Annotated Code of Maryland

Notice of Proposed Action

[01-335-P]

The Maryland Higher Education Commission proposes to amend Regulations .01, .03, and .04, repeal existing Regulation .02, and adopt new Regulation .02, under **COMAR 13B.07.05 Space Allocation Guidelines**. This action was considered at an open meeting held pursuant to State Government Article, 10-506, Annotated Code of Maryland, by the Maryland Higher Education Commission on June 12, 2001. At this time the Commissioner withdraws its proposal to repeal regulations as published in 28:6 Md. R. 651 (March 23, 2001) referenced as [01-080-P].

Statement of Purpose

The purpose of this action is to allow efficient and effective revision of the Space Allocation Guidelines due to evolving educational practices, and to develop a process which is consistent among all segments of higher education. These space guidelines will also be included as a part of the Maryland Higher Education Commission's guidelines for the Community College Capital Grant Program and be included in the Facilities Manual for Community Colleges.

Comparison to Federal Standards

There is no corresponding federal standard to this proposed regulation.

Estimate of Economic Impact

The proposed action has minimal or no economic impact.

Economic Impact on Small Businesses

The proposed action has minimal or no impact on small businesses.

Opportunity for Public Comment

Comments on the proposed action may be sent to Janice Doyle, Assistant Secretary of Finance Policy, Maryland Higher Education Commission, 16 Francis Street, Annapolis, MD 21401, or call (410) 260-4537 or fax to (410) 974-5994. Comments will be accepted through November 5, 2001.

.01 General Principles.

A. (text unchanged)

B. These regulations are not fixed standards and may be subject to modifications when justified as *reflected in the Maryland Higher Education Commission's Community College Facilities Manual*. The regulations shall be used by the Department of Budget and Management, the Department of General Services, the Maryland Higher Education Commission, and the Board of Public Works in evaluating both long-range planning and individual construction projects.

C. — J. (text unchanged)



AGENDA ITEM SUMMARY

Parris N. Glendening
Governor

John J. Oliver, Jr.
Chairman

Karen R. Johnson
Secretary of Higher Education

SUBJECT: Coppin State College in the 21st Century: Strategically Planning the Future

COMMITTEE: None

DATE OF COMMISSION MEETING: February 12, 2002 **STAFF:** Dr. John A. Sabatini, Jr.

SUMMARY: Coppin State College's strategic plan will be presented.

RECOMMENDATION: This item is presented to the Commission for further discussion.



Parris N. Glendening
Governor

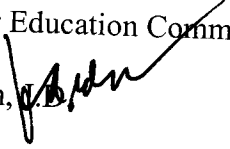
John J. Oliver, Jr.
Chairman

Karen R. Johnson
Secretary of Higher Education

MEMORANDUM

DATE: February 12, 2002

TO: Maryland Higher Education Commission

FROM: Karen R. Johnson,  STAFF: Dr. John A. Sabatini, Jr.

SUBJECT: Coppin State College in the 21st Century: Strategically Planning the Future

Per the State of Maryland's Partnership Agreement with the Office for Civil Rights, the final phase of the revitalization of Coppin State College involves developing a strategic plan for the college. The precursor for the strategic plan's development, *the Report of the Independent Study on the Revitalization of Coppin State College*, was presented to the Commission on October 5, 2001 by the Study's chair, Dr. John Toll, President, Washington College.

The Strategic Planning Committee has just completed its task. Members of the Committee included Coppin State College faculty and administrators, University System of Maryland (USM) representatives, and Commission staff. Coppin State College's strategic plan will be presented at the February 12, 2002 Commission meeting.

The goal of the Committee was to develop a comprehensive strategic plan for Coppin State College that is within the context of the Commission's *2000 Maryland State Plan for Postsecondary Education*, the *USM in 2010 Strategic Plan*, and the OCR Partnership Agreement.

RECOMMENDATION: This item is presented to the Commission for further discussion.

COPPIN STATE

C O L L E G E

OFFICE OF THE PRESIDENT

January 28, 2002

Ms. Karen R. Johnson, J.D.
Secretary of Higher Education
The Maryland Higher Education Commission
16 Francis Street
Annapolis, Maryland 21401-1781

Dear Ms. ^{Karen}Johnson:

It is with great pleasure that I forward to you a copy of *Coppin State in the 21st Century: An Emerging Presence*.

As you read the strategic plan, you will find that we have revisited some goals and strategies for the College after careful consideration of the recommendations found in the *Report of the Independent Study Team on the Revitalization of Coppin State College*. The contributions of your staff were of immeasurable value in accomplishing this task.

I look forward to your comments about the strategic plan. I am hopeful that the Commissioners will be able to consider the Coppin State College Strategic Plan at their February 12, 2002 meeting.

Sincerely,



Calvin W. Burnett
President

-Enclosure-

c:\Strategic Plan-CSC-cover



Coppin State College in the 21st Century: *An Emerging Presence*

Coppin State College's primary goal over the next decade is to enhance its distinctive mission, characterized by its special connections to first-generation college students and to the City of Baltimore , and marked by the highest levels of academic excellence and creativity.

Strategic Planning Committee

Dr. Clayton McNeill, Chair, Vice President, Administration and Finance
Dr. Pamela G. Arrington, Ex-Officio, Director of Planning and Accreditation
Dr. Walter Barwick, Associate Vice President, Institutional Advancement
Mr. Mark Beck, Director of Capital Planning, USM-SA
Mr. Michael Bowden, Assistant Vice-Chancellor, USM-SA
Ms. Cherlyn Brace, Budget Officer
Ms. Denise Butterworth, Controller
Dr. Marcella Copes, Dean, Division of Nursing
Ms. Janice Doyle, Assistant Secretary, Finance Policy, MHEC
Dr. Ahmed El-Haggan, Chief Information Officer
Dr. Herman Howard, Provost, Vice President, Academic Affairs
Mr. Earl Jenkins, Vice President, Student Life
Ms. Vell Lyles, Associate Vice President, Enrollment Management
Dr. Clyde Mathura, Dean, Division of Arts and Sciences
Dr. Rolande Murray, Chair, Faculty Senate and Assistant Professor, Department of Applied Psychology and Rehabilitation Counseling
Dr. Cynthia Neverdon-Morton, Chairperson, Department of History, Geography, and International Studies
Mr. Maqbool Patel, Associate Vice President, Capital Planning and Facilities
Dr. Richard Rembold, Associate Vice President, Academic Affairs
Dr. Ruth Robertson, Associate Vice Chancellor, Academic Programs, USM-SA
Dr. John Sabatini, Assistant Secretary, Planning & Academic Affairs, MHEC
Mr. Joseph Vivona, Vice Chancellor of Administration and Finance; USM-SA
Dr. Hattie Washington, Vice President, Institutional Advancement
Dr. Geraldine Waters, Chairperson, Department of Adult and General Education
Dr. Jerusa Wilson, Associate Vice President, Graduate Studies, Sponsored Research and Evaluation

COPPIN STATE

C O L L E G E

OFFICE OF THE PRESIDENT

January 17, 2002

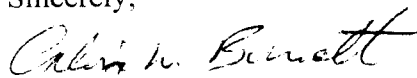
Dear Colleagues and Friends of Coppin State College:

In December 2000, the State of Maryland and the United States Department of Education Office of Civil Rights (OCR) entered into a Partnership Agreement, which has as one of the primary goals to improve educational opportunities in Maryland's Historically Black Colleges and Universities. The enactment of the Partnership Agreement ensures the State's compliance with federal law. One component of the Agreement states that an independent study team should be appointed for the sole purpose of completing an independent study leading to a Comprehensive Strategic Plan for the revitalization of Coppin State College. In April 2001, the Chancellor, University System of Maryland, and the Secretary, the Maryland Higher Education Commission, appointed the Coppin Study Team. The Team included nationally renowned leaders in higher education and was chaired by Dr. John S. Toll, President of Washington College, Maryland. The Coppin Study Team launched its independent study by holding public hearings on campus, meeting with faculty, staff, students, community and city representatives and gaining a better understanding of the institution's past, present and future aspirations.

The *Report of the Independent Study Team on the Revitalization of Coppin State College* is an affirmation of the high level of academic standards and creativity exhibited by the faculty and staff of the College. The Strategic Plan is a clearer vision of how the College will implement the recommendations found in the Revitalization Report. Generally, the plan is organized around how the College will revitalize itself over the next ten years while holding fast to its traditional values of access and excellence. In addition, this plan is in keeping with the challenges set forth for all USM institutions in USM 2010, which in itself is a response to the 2000 Maryland State Plan for Postsecondary Education.

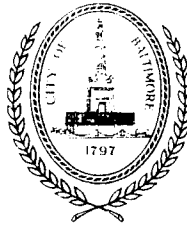
With the pending formal approval of the plan by the Board of Regents, and its review and endorsement by the Maryland Higher Education Commission, I am confident of the College's continued place in history as a distinctive, global institution identified by its special commitment to access and excellence.

Sincerely,



Calvin W. Burnett
President





MARTIN O'MALLEY
Mayor
250 City Hall
Baltimore, Maryland 21202

January 17, 2002

Dr. Calvin Burnett, President
Coppin State College
2500 W. North Avenue
Baltimore, MD 21215

Dear Dr. Burnett:

The City of Baltimore is enthusiastic about the efforts shown by Coppin State College to redevelop the Coppin Heights and Mondawmin communities. We are supportive of all efforts to rebuild Baltimore, and particularly in areas like those that surround Coppin State.

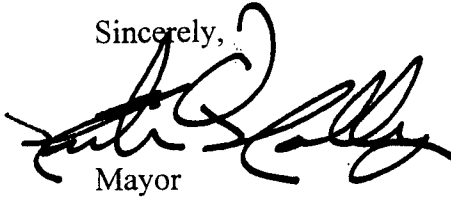
We envision the area surrounding Coppin to be an area free of vacant properties and crime, containing diverse housing opportunities and high homeownership, and an area bustling with thriving small businesses. The vision of the administration at Coppin State College for its surrounding community is in total congruence with the City's vision. Coppin's plans to partner with various groups to redevelop North Avenue from Warwick Avenue to Hilton Street, is exactly the type of projects that will bring Baltimore's renaissance from downtown areas to uptown neighborhoods. In addition, discussions continue between the City of Baltimore and Coppin on our Police Academy being located on or near Coppin's campus.

As you know, the City does have a history of partnering with Coppin. The City of Baltimore has assisted Coppin in securing adjacent properties next to the Health Center to expand its services, the Baltimore City Health Department has partnered with Coppin's Nursing School on several health initiatives, and the Department of Housing and Community Development has supported Coppin's applications for SHOTO and HUD HBCU grants.

The City is well aware of the fact, that Coppin is a true Urban Educational Institution in not only mission, but location as well. Subsequently, this administration will support Coppin's efforts to expand their physical plant through the acquisition of properties surrounding the existing campus.

My administration looks forward to supporting Coppin's efforts to redevelop Coppin Heights, to thrive as an educational institution, and to make their new mantra of ***"Bringing Baltimore's Renaissance From Downtown To Uptown"*** a reality.

Sincerely,

A handwritten signature in black ink, appearing to read "M. Kelly", written over the word "Mayor".

Mayor

MO'M:ywd

cc: Jeanne D. Hitchcock, Deputy Mayor
Laurie Schwartz, Deputy Mayor

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Executive Summary

BACKGROUND

As a city normal school, Coppin State College had the highly focused mission of preparing teachers for public schools in a growing urban center. Founded in 1900 as a one-year training program, Coppin State College became a normal school in 1926 and a teachers college in 1930, grew into a comprehensive college in 1970, and in 1988 joined the University System of Maryland. Named in honor of Fanny Jackson Coppin, an outstanding African American educator, and dedicated to teaching, Coppin fulfills a particularly important mission for the State of Maryland. Coppin State College's history and location allow it to perform a unique role that has not been performed by any other institution within the University System of Maryland. As an institution of higher learning, and as a major public service provider, Coppin State College has produced exemplary role models, and professional leadership has been in the forefront of advancing academic excellence, social equality, and the dream of a brighter future. A Carnegie Master's (Comprehensive) Colleges and Universities I (MA I) institution, the College is committed to excellence as evidenced by its continued commitment to maintaining accreditations by the National League for Nursing, the National Council for Accreditation of Teacher Education, and the Maryland State Department of Education, The Council on Rehabilitation Education, the Council on Social Work Education, and the Middle States Association of Colleges and Schools.

LINK TO THE BALTIMORE METROPOLITAN AREA, THE STATE, AND THE NATION

The College makes a marriage between its academic programs and community service activities. An institutional pioneer in urban education, Coppin is the first higher education institution in the State to assume responsibility for the restructuring and administration of a public elementary school. Actively engaged in pre-service and in-service teacher education programs the College, responding to the Board of Regents directive, plans even more involvement in the area of teacher preparation by establishing a national Center for Urban Education Renewal. This K-16 Center in conjunction with the Baltimore City Public School System promises to be a national model. The potential success of the center will propel the College toward achieving national eminence in the area of preparing urban educators, particularly those in the Baltimore City School System. The College chose this particular academic focus because of its longstanding mission of service in urban education. Similarly, the College aspires to enhance its nursing program. Over the next ten years, the College will expand the Nurse Managed Health Center and provide added health services to the Community. The City of Baltimore has assisted the College in securing adjacent properties next to its Nurse Managed Health Center so that the Center could expand its services to the Coppin Heights community. The Management Science Department has a program to support small business owners, a project to assist individuals with credit/debt related problems (Consumer Education Center), and a tax preparation program for those in the community that cannot afford to pay for the services. The

Social Work Department provides interns at Rosemont and several of the senior centers to assist families in need. The Criminal Justice Department has been very active providing interns and services in correctional facilities in the City of Baltimore and the State of Maryland. These are a few of the examples of linkages provided by Coppin's academic programs in fulfilling its mission.

By strengthening existing programs in the liberal arts and sciences, humanities, education and nursing, and adding new programs in science and technology, the College will be poised to address the critical shortages of teachers, nurses, and science and technology professionals across the State. The College is committed to enrolling a more diverse student body and, in compliance with State goals, to increasing the number of other-race students.

Building upon its legacy of service to first-generation college students, the College plans to continue to offer enrichment bridge programs for students needing some developmental learning experiences. Equally important, the College will expand the recruitment of students for its honors program. The College will strengthen and expand its information technology infrastructure by integrating technology into all teaching and learning practices, client, management and student services, and institutional advancement operations. The actualization of the renovation of existing buildings and the construction of new buildings will secure a campus environment that fosters excellence in teaching, service and research, and increased student enrollment and success. By refocusing and retooling fundraising capabilities, the College will increase private support for student scholarships and the retention of renowned faculty.

PRINCIPLES

As Coppin State College continues to develop over the next decade into a model urban comprehensive liberal arts institution, it will:

- Sustain and substantially increase the recruitment and retention of renowned faculty in the liberal arts and sciences, fine arts, and pre-professional studies.
- Promote a global studies curriculum by way of new course offerings, study abroad and internship programs, student, and faculty representation.
- Substantially increase access and success opportunities for student groups traditionally underrepresented in higher education.
- Achieve and promote a more diverse student population mix comprised of academically talented students, working adults, students from other regions, and new immigrants.
- Forge new public service relationships and applied research opportunities, taking advantage of the opportunities to uplift the citizens of West Baltimore as well as strengthening strategic alliances with the City.
- Leverage the use of technology as a tool for improving teaching and learning practices, client, management, and student services.
- Stimulate a greater investment in a capital improvement plan that fosters an increased student enrollment and state of the art teaching and research facilities.

- Strengthen and substantially increase the operating budget of the College by diversifying funding sources including contracts and grants while enhancing its fundraising efforts.

GOALS

The excellence of the College lies in the quality of its academic programs and the strength of its faculty. Coppin State College advances faculty who are evaluated by students and peers as excellent teachers; evidence of scholarly contributions and growth is expected. The faculty work in the Divisions of Arts and Sciences, Education, Honors, Nursing, Graduate Studies, and Continuing Education. The student enrollment is comprised primarily of commuters from the Baltimore metropolitan area. Recognized for providing first generation students with a nurturing and academically challenging environment, Coppin State College continues to embed public service emphases into its academic programs. Active participation in the community by faculty and students provides practical evidence of a public service emphasis. Over the next decade, Coppin State College will:

- Restructure and strengthen academic programs. Preparing students, especially African Americans, will require the restructuring and strengthening of the academic community, which means hiring additional faculty and staff and building a Center of Urban Education Renewal to produce quality teachers who fill the teacher shortage gap and become leaders in the community. Also, knowing that the State of Maryland will continue to need a supply of teachers, social workers, nurses, and police officers, Coppin State College must enhance its existing programs in urban education, criminal justice and community health care while expanding its programs in science, technology, the liberal arts and the humanities, thus strengthening our contribution to the private sector.
- Enhance student success. Coppin State College has provided access to a diverse student population including students from varied geographical locations and diverse backgrounds. In addition, the proportion of Coppin students who need federal financial aid is the highest of any USM campus, 56% of students enrolled at Coppin State College qualified for Federal Pell Grants, higher than any other campus (average 21.6%) in the University System of Maryland. Coppin's commitment to access and increased graduation rates has been a hallmark contributing to Maryland's workforce. Since the State of Maryland is projecting minority student growth, it is crucial that Coppin provide access to this population to obtain skills directly related to the workforce needs of the State.
- Leverage the usage of information technology. Coppin State College is committed to graduate students that are technology fluent and fully prepared for high tech employment. Accordingly, students will be immersed in a technology rich environment in all aspects of their Coppin State College experience. This will require that hardware and software be replaced or upgraded as they become obsolete, every three years. Leveraging the usage of information technology,

coupled with the implementation of best practices, Coppin State College will maximize its resources and improve the efficiency of its business practices.

- Construct and renovate facilities. The strategic revitalization of Coppin State College will require comparable and competitive facilities and infrastructures. Expeditious construction of new and remodeled facilities is essential to ensure a safe, technology rich learning environment that will contribute to academic excellence and support the unique role and mission of the College.
- Diversify funding sources. As state funding is reduced, there is a necessity to secure private support by successful fundraising efforts. Fundraising is and will be a college-wide priority with the Division of Institutional Advancement providing leadership and facilitation of the effort. The Institutional Advancement Division should be adequately staffed and restructured in order to lead a focused fundraising effort that complements all revitalization efforts. These fundraising efforts, however, must be coupled with increased resources from grants, contracts and auxiliary enterprises operations.

ASPIRATIONAL PEERS (see Appendix A)

Coppin State College remains committed to benchmarking and accountability. Currently, these are measured by performance against standards established through the funding guidelines and the Managing For Results (MFR) (see Appendix B) processes. The funding guidelines require comparison with a group of performance peers while MFR requires performance against self-determined goals and objectives over a period of time. When compared with the average of its performance peers through the funding guidelines process, Coppin outperforms its peers on half of the core performance measures. In order to significantly improve its performance on the remaining measures, Coppin will require additional resources.

In light of Coppin's under funding, the University System of Maryland seeks to change Coppin's benchmark standard from that of performance peers to the aspirational peer level. This step would bring Coppin more adequate funding, which would enable greater investment in functions that will improve its performance when compared with peers and assist it in more adequately serving its students.

Coppin State College has identified five aspirational peer institutions in accordance with University System funding guidelines. They are California State University, San Marcos, New Jersey City University, New Mexico Highlands University, Western New Mexico University, and Texas A&M International University. These aspirational peers were selected because they presently symbolize the academic program mix, student enrollment, and campus facilities that the College seeks to emulate over the next five to ten years. The College will use these institutions as its performance peers, annually comparing itself with them on key indicators. Some of these indicators are student mix, six-year graduation rates, and pass rates on PRAXIS and NCLEX licensing examinations.

IMPLEMENTATION

The College now stands at the cusp of new beginnings. In September 2001, the Report of the Independent Study Team on the Revitalization of Coppin State College was released to the U.S. Department of Education Office of Civil Rights, the Maryland Higher Education Commission, the University System of Maryland Board of Regents, and the Coppin State College community. The report recommends that over the next ten years the State should provide funding to the College at a level significantly above guidelines for its capital and operating budgets. These investments by the State would enable the College to rebuild the campus, revitalize academic programs, embed information technology in all aspects of its operations, diversify funding sources, establish a center of excellence in urban education, and attract more students.

CONCLUSION

Over the next ten years, Coppin State College aspires to become a model urban comprehensive liberal arts institution. The College will broaden and enhance its academic programs by recruiting additional faculty and staff so it may lower its faculty to student ratios, expand academic program offerings in the sciences, infuse the necessary technology into its operations, and construct and renovate facilities so as to foster an optimal learning environment for a more diverse student body.

List of Strategic Goals and Timeline (see Appendix C)

The College has adopted the following as strategic goals for its campus. While the overarching goal is to continue to develop over the next decade into a model urban comprehensive liberal arts institution, the following strategic goals have been adopted for the next three fiscal years because of the ongoing and changing trends reflected across the State and nation. This means that the campus' strategic plan as well as its strategic goals may be revisited in the future and changed to adapt to State and national trends as deemed necessary by the College.

Appendix C is an accompanying implementation plan that supplements the strategic goals listed on this page. The implementation plan describes the nature and order in which goals and strategies are to be implemented between fiscal years 2003 and 2005.

Strategic Goal 1 – Restructure and strengthen academic programs

Strategy 1: Enhance Mission Critical Undergraduate and Graduate Programs.

Strategy 2: Enhance Faculty Development.

Strategy 3: Enhance the academic programs in the Division of Education and addressing the teacher shortage.

Strategy 4: Enhance the academic programs in the Division of Nursing and addressing the nurse shortage.

Strategy 5: Enhance the Division of Arts and Science and addressing the workforce needs in Criminal Justice, Careers and Technology, Natural Science, Media Arts and Global Affairs.

Strategy 6: Enhance the Honors Division.

Strategy 7: Enhance the Library.

Strategy 8: Create New Centers/Departments and Programs.

Targeted Dates: FY03-05

Associated Costs: \$3.45 million

Strategic Goal 2 - Enhance Student Success

Strategy 1: Increase staffing for student recruitment.

Strategy 2: Increase student enrollment.

Strategy 3: Expand targeted marketing initiatives.

Strategy 4: Increase scholarships.

Strategy 5: Increase technology capabilities.

Strategy 6: Construct student life facilities.

Strategy 7: Increase staffing for student retention.

Strategy 8: Create new student life programs.

Strategy 9: Increase scholarships and grants for student retention.

Strategy 10: Instruct facilities that enhance student retention.

Strategy 11: Implement technology initiatives that improve student retention.

Targeted Dates: FY03-05

Associated Costs: \$4.1 million

Strategic Goal 3 – Leverage the usage of information technology

Strategy 1: Enhance the office of information technology support.

Strategy 2: Create proactive learning environments.

Strategy 3: Implement best practices.

Strategy 4: Increase technology capabilities.

Strategy 5: Implement best practices.

Strategy 6: Strengthen information technology infrastructure.

Strategy 7: Expand and add new information systems.

Strategy 8: Strengthen information technology infrastructure.

Strategy 9: Expand and add new information technology initiatives.

Targeted Dates: FY03-05

Associated Costs: \$3.0 million

Capital Costs: \$3.8 million

Strategic Goal 4 – Construct and renovate facilities

Strategy 1: Complete a new Facilities Master Plan.

Strategy 2: Upgrade utilities.

Strategy 3: Acquire land.

Strategy 4: Construct new academic buildings.

Strategy 5: Build Center for Urban Educational Renewal.

Strategy 6: Construct Science and Technology building.

Strategy 7: Construct new parking garage.

Strategy 8: Construct new Tawes College Center.

Strategy 9: Renovate appropriate facilities.

Targeted Dates: FY03-05

Associated Costs: \$6.4 million

Capital Costs: \$107.1 million

Strategic Goal 5 – Diversifying funding sources

Strategy 1: Develop an annual corporate/private donor program.

Strategy 2: Increase the College's operating budget.

Strategy 3: Increase income from auxiliary enterprises.

Strategy 4: Increase staffing in the Institutional Advancement Division.

Strategy 5: Implement PeopleSoft.

Strategy 6: Implement recommendations identified in the Marts and Lundy Study Report.

Targeted Dates: FY03-05

Associated Costs: \$.6 million

Capital Costs: \$42 million

Vision Statement

Coppin State College's primary goal over the next decade is to apply the highest levels of academic excellence and creativity for its students. While serving all students in the State of Maryland, Coppin State College will continue to enhance its special connections to first generation college students and to the City of Baltimore. Coppin State College will embody excellence in urban education, in the use of technology to make learning more effective and its administration more productive, and in liberal arts teaching, that contributes models for inner city academic achievement to the region and the nation.

Mission Statement

A comprehensive, urban, liberal arts institution with a commitment to excellence in teaching, research and continuing service to its community, Coppin State College provides educational access and diverse opportunities for students with a high potential for success and for students whose promise may have been hindered by a lack of social, personal or financial opportunity. High quality academic programs offer innovative curricula and the latest advancements in technology to prepare students for new workforce careers in a global economy. To promote achievement and competency, Coppin expects rigorous academic achievement and the highest standards of conduct with individual support, enrichment, and accountability. By creating a common ground of intellectual commitment in a supportive learning community, Coppin State College educates and empowers a diverse student body to lead by the force of its ideas to become critical, creative and compassionate citizens of the community and leaders of the world, with a heart for lifelong learning and dedicated public service. Coppin State College applies its resources to meet societal needs, especially those of Baltimore City, wherever those applications mesh well with its academic programs.

In accordance with the 2000 Maryland State Plan for Postsecondary Education, *The USM in 2010: Responding to the Challenges that Lie Ahead*, and the *Coppin State College in the 21st Century: An Emerging Presence*, the College will as an overarching goal:

GOAL 1

Restructure and strengthen academic programs (see Appendix D) through revitalization, enhancement, and expansion that are performance benchmarked to meet the needs of an increasingly diverse student population as well as the marketplace in the central city, metropolitan area, the State, and the nation. Coppin State College will maintain its commitment to those students, particularly African-Americans who come from economically challenged communities.

Background

Coppin State College's history and location allow it to perform a unique role that has not been performed by any other institution within the University System of Maryland. Coppin State College has been dedicated to serving primarily first-generation college students, many of whom face tremendous socioeconomic disadvantages and educational challenges. As an institution of higher-learning, and as a major public service provider, Coppin State College has produced exemplary role models, and professional leadership, has been in the forefront of advancing academic excellence, social equality and the dream of a brighter future, particularly for African-American students from some of Baltimore's most economically distressed communities.

The current marketplace shows that the fastest-growing fields are projected to be in information technology as well as increased demands for elementary and secondary teachers, social workers, and health care providers. Coppin State College is in a unique position to respond to these challenges and ensure that not only African American students, but students of all types are prepared to meet the challenges set by the marketplace in Baltimore and nationwide.

Preparing students, especially African-Americans, will require the restructuring and strengthening of the academic community, which means hiring additional faculty and staff and building a Center of Urban Education Renewal to produce quality teachers who will fill the teacher shortage gap and become leaders in the community. Also,

knowing that the City of Baltimore and the State of Maryland will continue to need a continuing supply of teachers, social workers, nurses, and police officers, Coppin must enhance its existing programs in urban education, criminal justice and community health care while expanding its programs in science, technology, the liberal arts and the humanities.

GOAL 1A

Enhance current academic program offerings and add new offerings at the undergraduate and graduate level that complement the uniqueness of the institutional mission and prepare graduates for service to the State's increasingly racially diverse and aging citizenry while reviewing existing structures to maximize efficiency.

Strategies

Undergraduate and Graduate Programs

- Enhance urban teacher education, natural sciences, nursing and health sciences, criminal justice, and information technology programs.
- Internationalize the curriculum with new course offerings, student and faculty study abroad opportunities, and internship programs.
- Increase the number of full-time tenure-track faculty.
- Increase the number of programs offered through distance learning.
- Promote diverse teaching modalities, such as constructivism pedagogy, critical thinking, and collaborative teaching, to ensure that students with various learning styles are successful.
- Enhance the Office of Graduate Studies, Research, and Evaluation.
- Maintain and enhance the number of regionally and nationally accredited academic programs.
- Develop comprehensive programs across the disciplines.
- Encourage undergraduate seniors to complete a "culminating" or "synthesis" learning experience prior to graduation.
- Initiate departmental program reviews.
- Encourage more interdisciplinary collaborations between departments.
- Promote writing, reading, critical thinking and technology across the curriculum
- Develop graduate programs in areas such as reading, curriculum and instruction, information technology, and media arts.
- Increase the number of journals published such as the *Journal of Research on Minority Affairs* on a quarterly basis.
- Expand programmatic offerings particularly in the areas of professional development and certification programs.

- Enhance the College's position in national database of top 50 institutions of higher learning that confer degrees to African Americans.
- Continue progress in changes in Developmental Studies structure with continuous monitoring.
- Create a web tutorial service to support academic programs.

Faculty Development

- Recruit and retain a diverse full-time tenure track faculty with specific emphases on criminal justice, health, and computer science adequate to provide teaching support for existing and new program initiatives.
- Increase the number of faculty designing and implementing web-based courses and using web-enabled technologies to enhance the learning environment.
- Increase or facilitate an environment more conducive to faculty research and grant writing.
- Provide financial support for faculty travel, leaves, and retooling activities.
- Provide financial support and released time to train faculty so faculty may stay abreast of new trends in their disciplines.
- Establish a "mentoring program" for faculty development.
- Prepare faculty to generate distance education offerings and to teach underrepresented minority students.
- Enhance faculty evaluation methods.
- Provide and encourage faculty sabbatical leave.

Enhancing the Academic Programs in the Division of Education and Addressing the Teacher Shortage

- Create the Center for Urban Education Renewal, in collaboration with partners including Johns Hopkins University, the Baltimore City Public School System, and other campuses of the University System of Maryland to include the following components:
 - K-16 Institute for Urban Teacher Education—to address the difficult issues that impact teaching in urban settings, and establish the;
 - Professional Development Academy – to offer professional growth opportunities for educators;
 - Network of Urban Professional Development Schools and Partnership Schools – to foster partnerships between schools and teacher-preparation programs;
 - Technology Enrichment Clinic – to provide training for educators, students, families, and teacher candidates in the use of information technology tools;
 - Coppin Academy – to improve basic skills of students, offer opportunities for exploration of the arts, sciences, and humanities, and prepare them for success in national and statewide exams;
 - Urban Collaboration Coalition – a network of organizations from government, business, social services, etc. to implement pilot programs that will serve as models for collaboration in urban settings;

- Urban Educational Research and Evaluation Institute—to provide spaces for researchers to explore issues of concern to urban education.
- Increase the number of qualified students who prepare to be teachers.
- Provide resources to enhance technology fluency with regard to integrating technology in the teaching and learning activities in K-12 classrooms.
- Provide workshops or tutorials to assist candidates with the successful completion of Praxis I and II requirements to enhance retention and graduation rates.
- Provide financial support for candidates who are enrolled in the Student Teaching experiences and will be unable to work full-time.
- Develop a five-year B.S./M.Ed. secondary education certification program in history, social studies, math, English, biology, chemistry.
- Enhance Early Childhood Education: Day Care Certification Track.
- Offer On-Line Certification Program for Master's Degree level Special Education Teachers.
- Increase financial assistance to recruit high achievers in all area high schools.
- Enhance current program offerings by adding the following:
 - Special Education Supervision and Administration
 - Early Childhood Special Education
 - Educating the Severe and Profound Learner
 - Special Education Secondary Education Major
 - BS in
 - Urban Recreation,
 - Physical Education
 - Urban Health
 - Dance
 - Sports Management
 - Master of Education in
 - Curriculum and Instruction
 - Educational Technology
 - Urban School Administration
 - MS in Teaching
 - Ed.S. in Special Education
 - MS in Reading
 - MS in School Counseling
 - MS in Education in Urban School Administration
 - Special Education Supervision and Assessment
 - Educational Diagnostics
 - Inclusion
 - MS in
 - Gerontology
 - School Counseling
 - Adult Literacy
- Enhance the Education Resource Center.
- Enhance the Office of Field Services and Professional Development Schools.

- Enhance Graduate Programs.
- Enhance existing Secondary Education Programs.

Enhancing the Academic Programs in the Division of Nursing and Addressing the Nurse Shortage

- Expand the Generic Baccalaureate Nursing Program by increasing the number of newly enrolled students.
- Increase admissions to the Generic Baccalaureate Nursing Program.
- Increase student recruitment activities in the Baltimore City Public Schools and other public schools in the State to increase the annual number of applicants to the Generic Baccalaureate Nursing Program.
- Increase the annual number of graduates from the "Registered Nurse to Bachelors of Science in Nursing Program" over three years.
- Increase the annual number of graduates in the RN to BSN Program.
- Increase the number of course offerings in the evenings to increase educational access by RN to BSN students who are employed full-time during the day.
- Increase the number of newly enrolled applicants to the RN to BSN Program by strengthening recruitment activities with: a) the Baltimore City Community College and other community colleges in the State with Associates in Nursing Programs; and b) hospitals, health systems, long-term care facilities in Baltimore City and the State of Maryland.
- Strengthen linkages with the community in order to increase reality-based learning opportunities and to graduate students who practice in medically underserved communities.
- Expand student enrollment in Coppin's Family Nurse Practitioner Program to include more students from under represented minority groups.
- Enhance the educational and community role of the Advanced Nurse Practitioner curriculum.
- Increase scholarship and financial aid opportunities for RN to BSN students who face financial hardships to admission and program completion.
- Establish a required six-week senior practicum to facilitate reality-based learning and transition to employment for nursing students.
- Increase the percentage of nursing students selecting summer externships, by offering students graduated clinical experiences appropriate to their educational level (class) in the Baccalaureate Program.
- Increase opportunities for health care providers in medically underserved areas to interact with students regarding employment opportunities.
- Increase the academic infrastructure needed to accommodate expanded enrollment of the Generic Baccalaureate Nursing Program and to increase the number of graduates in the RN to BSN Program.
- Increase equipment, supplies, audio-visuals, and hours of operation of the Nursing Resource Center.
- Develop and offer Advanced Certificate Programs.
- Establish a Nursing Continuing Education Program for active and returning nurses.

- Provide additional financial support to attract students to nursing and to increase retention.
- Provide space to accommodate up to 120 individuals.
- Increase the number of clinical sites for student experiences.
- Develop an RN to MSN Program in the following areas:
 - Family Nurse Practitioner
 - Gerontology Nurse Practitioner
- Establish an International Partnership Model for enhancement of Global Nursing Education Training, student clinical expansion, faculty/student development of transcultural research, consultant, and community health care service.
- Establish a Nursing Research Center.
- Incorporate the Coppin State College Nursing Center into Managed Care Networks to increase its client base and revenues.
- Develop and implement an aggressive marketing plan to increase the Nursing Center client base.
- Enhance the Nursing Center to broaden program/clinical opportunities for Nursing students.
- Enhance the Nursing Center to increase campus and community utilization of the Nursing Center.
- Enhance the educational and community role of the advanced nurse practitioner curriculum.
- Establish an evaluative process that ensures nursing care is delivered efficiently and consistently by identifying, measuring, analyzing, and costing out practice outcomes.

Enhancing the Division of Arts and Sciences and Addressing the Workforce needs in Criminal Justice, Careers in Technology, Natural Science, Media Arts, and Global Affairs

- Expand science career choices to include:
 - Histology
 - Microbiology
 - Biotechnology
 - Medical technology
 - Forensic Science
 - Tissue culture techniques.
- Expand career choices in information technology, computer science, cyber technology, and security.
 - Network Technology
 - Web Development
 - E-Commerce
 - Modeling/Simulation Technology
 - Digital Graphics Technology
 - MS in Computer Science
 - MS in Information Technology

- Establish the following degree programs:
 - Physician Assistant
 - Visual and Performing Arts
 - Communication Arts and Technology
 - Airway Sciences
 - Urban Recreation
 - Physical Education
 - Urban Health
 - Dance
 - Sports Management
 - MS in Media Arts
- Expand management training for law enforcement professionals.
- Develop program initiatives in the areas of counter terrorism, homeland and international security management, and cyber crime.
- Develop a Justice Institute for the Study of new laws in Law Enforcement Strategies and analyzing the impact of current laws and policies on citizens.
- Develop creative approaches to engage students in the teaching experience earlier in their academic programs (including non-education majors).

Enhancing the Honors Division

- Increase financial assistance to the Honors Division to support student travel for study-abroad initiatives.
- Hire a full-time recruiter.
- Hire a full-time academic counselor.
- Offer 30 additional full scholarships annually to Honors Division students.
- Provide 90 technology stipends to Honors Program students.

Enhancing the Library

- Appoint additional staffing to accommodate expanded library services to include librarians, a cataloger, library assistants, an information technologist, and an archivist.
- Allocate more money for library holdings (books, audio visual, journals, etc.).
- Improve the library-learning environment to support the life-long learner and address the technology fluency requirements.
 - Achieve through the following enhancements:
 - Mobile Wireless Computer-Based Study Groups
 - Reference Tutorial Web Sessions
 - Questions and Answers via the web
 - Information triad Center (writing and tutorial services)
 - Bibliographic Instruction
 - Electronic Presentation Center
 - Electronic Reserves
 - 24-hour access

- Enhance the current book collection, serials, and reference resources to support current and proposed academic program needs and enhancements, and to assure accreditation compliance in all academic programs.
- Remodel and upgrade library to provide individual study rooms, smart classrooms, and space for the information triad center.

Creation of New Centers/Departments and Programs

- Create the Research Institute on Minority Affairs and enhance the *Journal of Research on Minority Affairs*.
- Enhance Distance Education and Life Long Learning opportunities with a Distance Education and Life-Long Learning Support Center.
- Create a Center for the African American Family that shares data on family issues in our community—child care, infant development, nutrition, infant and child assessment, and parenting factors.
- Create a Summer Institute for Excellence and Achievement that will provide a centralized center of discrete summer mini-programs for reading, writing, mathematics, and a Science/Bridge Program.
- Implement a Summer Institute for Juvenile Delinquency Prevention.
- Establish a Summer Institute for Campus Safety (Internal and External).
- Create the Department of Leadership Development with programs in International Policy, Trade and Commerce, and Business and Entrepreneurship.
- Establish various certificate programs to prepare the workforce of the future and revitalize the Graduate Division, including certificate programs in job development, vocational evaluation, counselor certification, and assistive technology.
- Develop an RN to MSN Program that can also be offered through Distance learning in the following areas:
 - Family Nurse Practitioner
 - Gerontology Nurse Practitioner

Goal 1B

*M*aintain close ties with the metropolitan Baltimore area through service learning experiences in education, human services, and nursing.

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Strategies

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- Develop and implement a “Quality Assurance Plan” for the Nursing Center.
- Develop a faculty practice model to enhance faculty “hands on direct care”.

- Create a Center for the African-American Family that shares data on family issues in our community—childcare, infant development, nutrition, infant and child assessment, and parenting factors.
- Strengthen Consumer Education Center
- Expand Community Development Center
- Establish a Community Development Program
- Strengthen strategic alliance with the City of Baltimore

GOAL 2

*E*nhance student success.

ENROLLMENT AND ACCESS GOALS:

Goal 2A: Increase the enrollment from 4000 to 5000 students within ten years ensuring that the growth is related to increased retention efforts, academic and facility plans.

Goal 2B: Promote the multicultural nature of Maryland by enhancing diversity of the undergraduate student population based upon gender, race, age, and national origin.

Goal 2C: Diversify the undergraduate student mix by increasing the number of academically talented students, students living on-campus, eligible transfer students, adult learners, and students from other regions of Maryland and the nation looking for an urban educational experience.

Background

Student success is influenced by the College's enrollment and retention efforts. Early in the history of Coppin State College, the institution operated with an open enrollment policy. By 1970 Coppin State College became a comprehensive college with an enrollment of 1577 with five campus facilities and one academic building. In the mid to late seventies, the open enrollment practice was phased out and selective admission was adopted. Within three decades enrollment increased to 3890, a 146.67% increase over 1970. By 2001, enrollment continued to climb to 4003.

Coppin State College has provided access to a diverse student population including students from varied geographical locations and diverse backgrounds. Coppin's commitment to access has been a hallmark contributing to Maryland's workforce. Since the State of Maryland is projecting minority student growth, it is crucial

that Coppin State College provides access to this population to obtain skills directly related to the workforce needs of the State.

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Strategies

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Staffing

- Increase staffing in the Area of Enrollment Management.
 - Hire Admission counselors to focus on market segments by student mix and diversity goals.
 - Hire a Technical/Research support staff member for the area.
 - Provide funds for professional and staff development.
 - Decrease student to faculty ratios to enable more personalized academic interactions.
 - Increase freshmen advisors to have a 1 to 100 advisor/student ratio; freshmen advisors should increase with enrollment.
 - Implement staffing recommendations identified in the Noel-Levitz study report. (see Appendix E)

Enrollment

- Implement the first five-year enrollment projection goals as approved by the Board of Regents (See Appendix B, Managing for Results Report).
- Target enrollment growth of desired market segments based upon facility and program capacity to 600 new freshmen per year.
- Increase second and third year retention rates for undergraduate students, which could thereby increase continuing student enrollment and graduation rates (See Appendix B, Managing for Results Report).
- Enhance the summer bridge undergraduate programs to increase access for students with high potential in the science, math, and technology fields.
- Develop new market areas for graduate students based on program offering.

Marketing

- Expand graduate and undergraduate student population, student mix, and diversity by expanding recruitment market areas.
- Develop new market areas for graduate students based on program offerings.
- Increase direct marketing initiatives for graduate and undergraduate students.
- Develop new publications and redesign existing pieces appropriate to each market segment.
- Conduct market research analysis.
- Develop and implement a media-marketing plan.

Scholarships

- Increase merit-based scholarships, offering to 25% of the freshmen class for four years for high ability students.
- Provide adequate need-based financial assistance to students to minimize attrition for financial reasons.
- Maintain 10% of merit-based scholarships as full scholarships (including room and board).
- Offer talent grants (music, dance, art) to 5% of new student enrollment per year.
- Implement a laptop program for all first-time, full-time freshmen entering the College.
- Develop scholarship opportunities based upon priority majors of the academic program.

Technology

- Improve technology by developing database tools to manage market segmentation outcomes in Admissions and provide early estimates in financial aid.
- Enhance opportunities for interim automation capabilities of the Financial Aid, Admission, and Records offices until Peoplesoft is implemented (WebAccess, Early Estimates in Financial Aid).
- Implement PeopleSoft portal Technology for student access.
- Expand the capabilities of the College's web site.

Facilities

- Provide adequate, attractive, comfortable facilities for public access to all enrollment service offices, especially admissions and financial aid. Ensure that physical structure within offices enable opportunities for privacy and student one-on-one conferences.
- Improve Campus Signage and provide parking for prospective students.
- Provide additional, secure parking for commuting students.

RETENTION GOALS:

Goal 2D: Increase activities that foster holistic student development supporting the core values and standards established by the College to promote retention.

Background

Coppin State College has a particularly important mission of providing higher education for a significant majority of students who historically have been underrepresented in higher education. Often times Coppin students have been challenged by a lack of social, personal or financial opportunities which lead to

academic barriers that impact upon retention. In addition, the proportion of Coppin students who need federal financial aid is the highest of any USM campus, 56% of students enrolled at Coppin State College qualified for Federal Pell Grants, higher than any other campus (average 21.6%) in the University System of Maryland. Based upon the aforementioned, Coppin State College students are forced to strike the delicate balance between employment and continuing their education. When persistence in academics is paramount; failure to do so results in attrition. The academic environment must continue to challenge and support students towards completion of established goals leading to the culmination of a comprehensive college experience.

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Strategies

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Staffing/Organization

- Increase the number of professional counselors and support staff in the Counseling Center in order to address the myriad personal and academic problems of students.
- Provide counselors who specialize in career counseling and development and increase opportunities for students to receive assistance in exploring career options and crystallizing career goals.
- Provide funds for additional professional and staff development opportunities. This will afford the staff the opportunity to remain abreast of trends and current issues which impact student success and student life.
- Provide additional student activities staff to ensure that the program complements the College's academic programs and enhances the overall educational experiences of students.
- Increase services to evening and weekend students.
- Expand the learning assistance center for developing skills, strategies, and behaviors that increase the efficiency and effectiveness of the processes that improve learning outcomes.

Programs

- Enhance the first year experience that includes "learning communities" for residential and commuter students; replicate these methods and apply to include all student classifications (sophomore, junior, seniors).
- Offer summer enrichment sessions in necessary subjects for students who are repeating and failing courses.
- Expand the cohort registration efforts where faculty are paid to contact and advise students who have not pre-registered for the upcoming semester in an effort to encourage students to register for the semester.
- Institute a training and reward program for departmental advisors.
- Establish and staff a student leadership institute.
- Increase student support services to evening and weekend students.

- Develop a Child Care center and program.
- Involve the Student Senate in arranging scholarly events for students.

Scholarships and Grants

- Provide adequate need-based financial assistance to students to minimize attrition for financial reasons.
- Develop an incentive grant program to provide additional resources for students who are academically successful.

Facilities

- Construct additional residence halls and intramural athletic facilities, expand dining facilities, remodel student common areas (lounges, game room), expand on-campus parking and create a childcare center and program.
- Provide tutorial and developmental laboratories.
- Purchase vehicles to transport students and student organization to off-campus academic learning experiences and co-curricular activities.
- Renovate and expand Tawes College Center to provide additional facilities for meetings, student lounges, and social and leadership activities.

Technology

- Enhance On-line registration and develop web-based advisement packages.
- Improve communication with students through e-mail.
- Implement a laptop program for continuing and transfer students,
- Provide web-based tutorial and laboratory sites.

GOAL 3

Leverage information technology to improve the quality of the College's education programs, enhance instructional effectiveness, enable learning communities as well as collaborative learning pedagogies, increase productivity, provide better services to students, anytime any where, and provide accessible, accurate, and timely information to faculty and staff.

Background

Information Technology has revolutionized the world, as we know it today. Its presence can be felt in all aspects of society. Within the walls of academia, information technology is a necessity. Students, faculty, staff, and administrators all heavily rely on information technology to enhance and achieve the learning standards/goals as well as

maintain the efficient operation of the College. The fluidity of information technology requires its users to consistently upgrade and update their technology. In order for Coppin State College to remain viable and competitive with other institutions of higher learning, financial resources MUST be committed to Information Technology. Hardware and software must be replaced or upgraded as they become obsolete. As older models and versions of instructional and customer services technologies are replaced or upgraded, training on newer systems must take place. Such actions require funding that is of a steady nature to support the operating budget.

Since the foundation for technological advancement at Coppin State College is connecting the entire campus to the existing fiber infrastructure, it is imperative that this be accomplished in the short term. Such an infrastructure becomes the building block for all future communications needs over the next decade. It can be used for transporting voice, video and data to every building on campus, enabling "Smart Classrooms," "Scholar Stations," distance learning, advanced technology labs, and advanced customer services. Hence, over the next decade appropriate information technology wiring should be included in every renovation project planned for the campus. For example, advancements in applications such as Voice over IP, video and imaging will require additional bandwidth in order to transport the massive amounts of data and the required quality of service for each type of data stream.

Coppin State College is committed to graduate students that are technology fluent, working creatively to address the Digital Divide. It is imperative for the academic growth and marketability of our students that they participate in an assisted computer ownership program sponsored by the College. Accordingly, the students will be immersed in a technology rich environment in all aspects of their Coppin experience.

Leveraging the usage of information technology, coupled with the implementation of best practices, Coppin State College will maximize its resources and improve the efficiency of its business processes. The current Student Administration System, Financial System, and Human Resources System are antiquated, not integrated, unscalable and do not meet the College's resources management and planning needs. There is an urgent need to upgrade the current financial, students services, and human resources computing systems to a web centric information system that empowers the end-users, enable better customer services and give access to the students, faculty and staff to the needed information from any place any time. Coppin State College adopted the PeopleSoft software systems for all its mission critical information systems. The College is committed to the implementation of the PeopleSoft Enterprise Resource Planning system, Contributory Relation system, Customer Relation system, the Data Warehouse system, and PeopleSoft Portal Technology. Implementing PeopleSoft systems will increase staff productivity, provide better services to students and provide accessible, accurate, and timely information to Coppin's faculty and staff. The implementing, maintenance and support of PeopleSoft systems represent a great financial challenge to the College. Accordingly, extra funding should be sought to enable successful implementation of those systems.

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Strategies

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IT (Shortage) Infrastructure/Improvements

Office of Information Technology Support

- Increase operating budget for information technology.
- Provide new physical IT facilities.
- Provide new and redundant Data Center.
- Provide secured centralized IT working facilities conducive to cross training and information sharing between staff.

Staffing

- Increase the number of staff of the Office of Information Technology to support and maintain the information technology initiatives campus wide.
- Provide ongoing training opportunities for Office of Information Technology staff.
- Create a Information Technology Cooperative Education/Internship program for students.

Proactive Learning Environment

- Create a proactive learning environment and curriculum by utilizing information technology based productivity tools.
 - Implement a subsidized student laptop ownership program.
 - Build and maintain state-of-the-art smart classrooms equipped with video conferencing and distance education facilities.
 - Add information-technology-based solutions in courses across the curriculum that enhances teaching and learning outcomes Increase funding for information technology.
 - Upgrade existing computing equipment to support current and emerging technologies.
 - Implement an instructional technology resource center to serve as a training center for students, faculty, and staff to become more productive by understanding and learning about new technologies and how to apply them.
 - Improve the students-to-computer ratio from 19-to-1 to 5-to-1.
 - Provide ongoing training opportunities for faculty on the infusion of information technology into the curriculum.
- New instructional technology labs and systems
 - Provide and maintain facilities for general-use laboratories.

- Implement discipline-specific instructional technology facilities. Certain disciplines require specific hardware and software to achieve their pedagogical goals. Accordingly, discipline-specific computer labs should be implemented. Facilities for these labs would be provided as part of the proposed construction and renovation programs, for example:
 - Language Lab.
 - Computer-Assisted-Instruction Labs.
 - Digital Photography Lab.
 - Computer Science and Management of Information Systems Labs.
 - Video Production and Editing Lab.
 - Mass Communication Labs.
 - Virtual Clinic for nursing students.
- Simulation technology Labs and software.
- Implement instructional digital video-on-demand systems.
- Implement a Satellite Up-Link facility.
- Upgrade and maintain the current Satellite downlink facility.

Best Practices

Utilize industry best practices to improve business processes and to provide access to information for students, faculty, and staff.

- Provide universal access to appropriate technologies for students, faculty, administrators, and staff.
- Implement Web centric Enterprise Resource Planning (ERP) systems that support Web Portal technology (PeopleSoft).
- Implement Data Warehouse decision and reporting systems.
- Implement Customer Relationship and Contribution Relations systems.
- Expand and upgrade the existing voice, video, and data technologies for a homogeneous network to support communications for a central repository where current, consistent, and coordinated information technology materials will be available to client groups for distance learning, Web-based instructional projects, and instructional technology enhanced classrooms.

Infrastructure

- Upgrade the current fiber infrastructure and properly connect remaining buildings to the fiber infrastructure.
- Wire all classrooms and offices for data and voice communications.
- Increase the fiber backbone speed to Gigabit or even multi Gigabit.
- Pursue wireless communications for instructional and administrative needs.
- Ensure the availability of network versions of instructional software. Server-based instructional software can be shared by all faculty members of a given department and is much easier to maintain and manage than desktop installation. These software packages would require additional servers to be maintained by Office of Information Technology staff.

Expanding and Adding New Information Technology Initiatives

- Complete the implementation of the existing One-Card system and expand its usage to include access for faculty and staff to the information technology facilities.
- Implement and maintain a document management, workflow, and imaging system.
- Implement an Interactive Voice Response system for better customer services.
- Insure access to the information Technology resources anytime anywhere.
- Upgrade the mailroom and duplication center with network able and color capable equipment.
- Upgrade Coppin State College Web based services.
- Upgrade and maintain secured campus Intranet for information sharing.
- Implement Virtual Private Network for secure remote access to the campus information technology resources.
- Implement and maintain disaster recovery and redundancy systems.
- Provide a Web Cast Radio station.
- Implement and maintain the proper Cyber Security technologies.

GOAL 4

Construct and renovate facilities and infrastructure to provide a state of the art learning environment that attracts and retains academically competitive students and faculty.

Background:

While Coppin's 38-acre campus is in many ways a welcoming oasis in an economically distressed neighborhood, Coppin State College faces an array of facility-related deficiencies, identified in the Report of the Independent Study Team (September 2001). The majority of the needs stated in the Report (see Appendix F) are already included in the Coppin State College Capital Improvement Program. Over a 10-year period, the Report of the Independent Study Team recommends a \$298,300,000 capital program for Coppin. The Board of Regents has approved projects over the next five years of \$143,755,000, nearly half of the Report's full recommendation. While USM Board of Regents reversed this trend in capital expenditure in recent years, the backlog remains. Substantial investment is required to bring Coppin's facilities in line with the planned mission and program changes necessary for its revitalization as a comparable and competitive institution.

A significantly land-locked institution with no available space for expansion or surge, Coppin State College must identify its needs comprehensively and plan the sequencing

of its capital projects carefully to minimize disruption on campus. Expansion of Coppin's land holdings on both, north and south sides of the campus is an initial high priority, and opportunities for further land acquisition by the College must be pursued as they arise.

The College's currently approved Facilities Master Plan is about five years old. The process to develop a new, updated comprehensive Facilities Master Plan is well underway. The new plan will articulate fully the campus' facility needs, translate these needs into specific capital projects, and organize them into a plan of action. Meanwhile, the expeditious development of strategic priority projects listed under "Strategies" (below) is needed to support academic excellence and the enhanced mission of the College.

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Strategies

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Capital Investments

- Continue to solicit supplemental funds (\$850,000) to engage the pre-design services required by state agencies in order to provide requisite documentation for construction activities.
- Continue to solicit Capital Funding to begin successful implementation of critical projects to integrate academic strategic needs and priorities with physical resources in a timely fashion:
 - Property Acquisition:
Land acquisition from Northwest Business Center to expand and construct new facilities. Land acquisition on Southside of North Avenue to expand and construct new facilities.
 - Planning and construction of Health and Human Service Building (HHSB).
 - Planning and construction of Center for Urban Education Renewal (CUER).
 - Upgrade campus wide Utilities and Security Systems.
 - Campus wide Telecommunications and Information Technology.
 - Planning and construction of Science and Technology Building.
 - Site Development and Improvements.
 - Relocation and consolidation of Physical Plant, Central Receiving, Storage, Transport, Workshops, Mail, Duplication, Custodial Services Grounds and Campus Security.
 - Remodel/upgrade existing facilities:
 - Grace Jacobs Office, Classroom, Lab Building
 - Miles Connor Administration Building
 - Moore Library
 - Johnson Auditorium
 - Tawes College Center

- Planning and construction of 400 car parking structure, aside from creating some parking spaces along with the development of new facilities on campus.
- Planning and construction of a new Coppin Center to meet the needs of physical education, athletics, recreation, and intramurals.
- Planning and construction of a new creative and Performing Arts Center.
- Planning and construction of a third 300-bed Residence Hall/demolish Murphy Research Center.
- Assess need/development to construct a fourth 300 bed residence hall.
- Planning and construction of 1000 Parking structure.

Note: Project priorities will be established within the Facilities Master Plan process.

- Solicit funds to expand staffing in the department of Capital Planning and Facilities Management.
- Solicit supplemental funds to provide for 75 percent of the total cost of recently completed residence hall and add \$3.5 million to the allocation of a new dining facility, currently under construction.
- Complete an approved Facilities Masters Plan.

GOAL 5

Strengthening the College's financial base by diversifying funding sources.

Background

As Coppin State College has grown, its connections with the community has deepened and matured, serving as a model for how urban institutions must operate in the 21st century. Unlike institutions with a history of graduating a large number of liberal arts majors, Coppin's program has historically focused on graduating educators. Data suggest that the earning power for liberal arts graduates is far greater than those in the field of education. Although Coppin's graduates are very supportive of the College, their philanthropic efforts are limited based on their earning power. Realizing the challenges, the College is strongly moving into the corporate environment to seek more substantial gifts.

The role of the Institutional Advancement Division is critical to this effort of the College. As State funding is reduced, there is a necessity to secure private support by successful fundraising efforts. Fundraising is and will be a College-wide priority with the Division of Institutional Advancement providing leadership and facilitation of the effort.

The Institutional Advancement Division must be adequately staffed and restructured to provide the resources to focus on an enhanced effort of fundraising to support the revitalization efforts.

Another means by which Coppin State College can strengthen its financial base is through its auxiliary enterprises operations. The revitalization report of Coppin State College indicated that in past years the State has built auxiliary facilities for some State institutions with no debt-service cost or very little debt-service cost to the recipient institutions. Unlike other USM institutions Coppin State College has never received this type of support. The impact of this support can be seen over the years in other USM institutions' ability to augment their Education and General operation budgets. The lack of this type of support has placed Coppin at a disadvantage over the years. The College has never had that type of resources to support its operations. Auxiliary Enterprises operation must be in a position to provide greater revenue to help offset some of the revitalization costs in future years. This increase in revenue can only happen if debt-service costs for future facilities projects are reduced. This will allow the College to reduce the high debt-service cost for new facilities to students and generate needed resources to support college operations.

In the area of grants and contracts, the College has consistently increased the number of grants each year of the past five years. Increased resources to the Academic Program and Institutional Advancement areas should create additional opportunities to bring greater grant and contract funding to the College.

Coppin State College serves as a stimulus for the economic recovery that is so desperately needed in west Baltimore. No other campus in the USM system embraces such a difficult but essential role for a city. Within these challenges are opportunities to create new revenue streams for the College. The Nursing Clinic serves as an example of this potential. This type of creative approach to strengthening the financial base must be supported and encouraged in the future growth of the College.

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Strategies

.....

- Develop over the next ten-years an annual corporate/private donor program to produce annual funds of about \$2.5 million.
- Increase Coppin's operating budget by funding it at 110% of the State's current funding guidelines based on aspirational peers.
- Secure State contribution of at least 75% of cost for four auxiliary projects; this will allow income from auxiliary enterprises to grow at a level that will offset other operational expenses for future revitalization projects.
- Restructure and enhance staffing and resources in the Institutional Advancement Division.

- Maintain growth of federal grants and contracts in proportion to enrollment growth.
- Secure \$1,000,000 for two years from the State to complete implementation of People-soft, a student/administrate integrated computer customer service system.
- Increase enrollment base on the FY2002 USM Enrollment Projections to produce additional revenue for the College.
- Develop partnerships and collaborative efforts with community, city and state agencies to create opportunities for new revenue streams.
- Implement recommendations identified in the Marts and Lundy Study Report (see Appendix G)

APPENDICES

APPENDIX A

Coppin State College Peer Institutions (approved by the Board of Regents)

Coppin State College

INSTITUTIONAL PEERS

1. Alabama State University
2. Alcorn State University
3. Columbus State University
4. Fort Valley State University
5. Jersey City State College
6. New Mexico Highlands University
7. University of North Carolina at Pembroke
8. Sul Ross State University
9. Texas A&M University, Corpus Christi
10. Western New Mexico University

ASPIRATIONAL PEERS

1. California State University, San Marcos
2. New Mexico Highlands University
3. Jersey City State College
4. Texas A&M International University
5. Western New Mexico University

APPENDIX B

Coppin State College Managing for Results Report FY 03

University System of Maryland

RB27.00 COPPIN STATE COLLEGE

PROGRAM DESCRIPTION

Coppin State College (CSC) is a public, urban, historically black institution offering undergraduate and graduate programs in the liberal arts and sciences and human services.

MISSION

Founded in 1900, Coppin State College is a public, urban, historically black institution offering undergraduate and graduate programs in the liberal arts and sciences and human services. The integration of the instructional and public service roles of the institution, especially in the West Central Baltimore City area, results in high quality academic programs and provisions for health care, education, social services, and correctional and law enforcement personnel. Coppin State College offers innovative academic programs designed to serve the needs of the central city, the metropolitan area, and the State. Through cultural and academic programs, the College serves as an urban center for African-American culture in the surrounding community.

VISION

Powered by information technology as the centerpiece for achieving its institutional goals, Coppin State College embodies excellence as a pioneer in urban education and public service as it excels as a model comprehensive, urban liberal arts college both regionally and nationally.

KEY GOALS AND OBJECTIVES

Goal 1. Broaden access to and diversity in higher education.

- Objective 1.1** Increase the African-American student enrollment by an average of 2% each year from 3,570 in 1999 to 3,883 in 2004.
- Objective 1.2** Increase the White-American student enrollment to 10% of total enrollment from 98 in 1999 to 431 in 2004.
- Objective 1.3** Increase the number of students enrolled in off-campus or through distance education programs from 188 in 1999 to 357 in 2004.

Goal 2. Promote economic development, especially in Maryland's areas of critical need.

- Objective 2.1** Increase the number of teacher education graduates available to staff Baltimore metropolitan area public schools from 97 in 1999 to 124 in 2004.
- Objective 2.2** Increase by 10% the percent of African American management science and computer science graduates employed in Maryland from 63 in 1998 to 69 in 2004.
- Objective 2.3** Increase the number of nursing graduates employed in Maryland from 36 in 1999 to 57 in 2004.
- Objective 2.4** Increase the percent of teacher candidates passing PraxisII examinations from 84% in 1999 to 100% in 2004.
- Objective 2.5** Attain by 2004 a passing rate that is 90% of the National average on the NCLEX (Nursing) licensure examination.
- Objective 2.6** Maintain or increase the ratio of median graduates' salary to the average annual salary of civilian work force with a bachelor's degree.

Goal 3. Improve retention and graduation rates.

Objective 3.1 Increase the 6-year graduation rate from 19% in 1999 to 35% in 2004.

Objective 3.2 Increase the 6-year African American graduation rate from 20.1% in 1999 to 35% in 2004.

Objective 3.3 Increase the 2nd-year retention rate from 72% in 1999 to 75% in 2004.

Objective 3.4 Increase the 2nd-year African American retention rate from 74% in 1999 to 75% in 2004.

Goal 4. Advance community outreach and service through involvement by faculty and students in applied research public service activities.

Objective 4.1 Increase by 10% the number of day's faculty and students spend in college initiated community outreach and service activities from 2,046 in 1999 to 2,500 in 2004.

Objective 4.2 Maintain number of faculty receiving prestigious awards and recognition.

Objective 4.3 Maintain the highest standards of leadership in every realm in order to inspire urban leadership.

Goal 5. Graduates are productive members of society and/or the workforce.

Objective 5.1 Increase to 40% by 2004 the percentage of graduates pursuing graduate study immediately after graduation from 32% in 1999.

Objective 5.2 Increase to 85% by 2004 the percentage of graduates employed in Maryland from 82% in 1998.

Objective 5.3 Maintain satisfaction of employers with Coppin State College graduates.

Objective 5.4 Maintain number of nationally accredited academic programs.

Objective 5.5 Enhance urban teacher education, natural sciences, nursing and health sciences, criminal justice, and information technology.

Goal 6. Increase revenue from alternative sources to state appropriations.

Objective 6.1 By 2005, increase alternative revenues from external funding and private support to a cumulative \$7.5 million from \$4.6 million in 1998.

Objective 6.2 Maintain current annual rate (2%) of operating budget savings through efficiency and cost containment measures.

Goal 7. Maximize the efficient and effective use of state resources.

Objective 7.1 Allocate expenditures on facility renewal to meet 2% target by fiscal year from 1.1% in fiscal year 1999.

Objective 7.2 Decrease the cost of raising \$1 in private donations down from \$0.31 in 1998 by fiscal year 2004.

PERFORMANCE MEASURES/PERFORMANCE INDICATORS - FISCAL YEAR (FY) BASIS

Indicators:	2000	2001	2002	2003	2004
	Actual	Actual	Estimate	Estimate	Goal
Inputs:					
Total undergraduate enrollment	3,212	3,239	3,518	3,588	3,732
Total graduate enrollment	632	764	682	682	682
Percent White-American of total enrollment	4%	7%	10%	10%	10%
Percent African-American of total undergraduate enrollment ¹	97%	95%	95%	93%	90%
Number of undergraduates enrolled in teacher training programs	437	379	400	400	400
Number of post-bachelor students enrolled in teacher training programs	200	457	457	457	457
Number Undergrads enrolled in Nursing	402	366	366	366	366
Number Grads enrolled in Nursing	7	13	13	13	13
Number undergrads enrolled in IT (Compt Sci & Mgmt Sci)	584	593	593	593	593
Number students enrolled in programs delivered off campus or through distance education.	326	357	357	357	357
Percent of private giving for scholarships	10%	10%	10%	10%	10%
Number days faculty and students spend in community outreach.	2,067	1,757	2,200	2,300	2,500
Percent of faculty with terminal degrees	71%	70%	70%	72%	75%
Percent of newly hired faculty with terminal degrees.	100%	100%	100%	100%	100%
Outputs:					
Total bachelor's degree recipients	409	372	375	400	425
Total graduate degree recipients	84	74	99	101	105
Number of undergraduate students completing teacher training program (Except Praxis II)	61	*	73	88	103
Number of post-bachelor students completing teacher training program (Except Praxis II)	20	*	21	21	21
Six-year graduation rate ¹	25.3%	26.7%	30%	31%	35%
Six-year African-American graduation rate	20.1%	25.8%	30%	31%	35%
Six -year graduation rate all minorities	19.6%	25.5%	30%	31%	35%
Second-year retention rate ¹	75.7%	73.2%	72%	73%	75%
Second-Year African American Retention Rate	75.2%	73.4%	72%	73%	75%
Second year retention rate all Minorities	75.4%	73.4%	72%	73%	75%
Number of baccalaureate degrees awarded in Nursing	46	28	30	35	40
Indicators:					
Number of Graduate degrees awarded in Nursing	2000	2001	2002	2003	2004
Number IT (Mgmt Sci and Computer Sci) Grads	Actual	Actual	Estimate	Estimate	Goal
	N/A	6	8	10	12
	72	77	77	77	77

Percent African American of total mgnt science and compt sci graduates	93%	92%	98%	98%	98%
Outcomes:					
Unemployment rate of graduates ²	6%	8.2%	10%	10%	10%
Employment rate of graduates	94%	91%	95%	97%	97%
Estimated number of graduates employed in Maryland	349	386	370	378	404
Percent of graduates pursuing graduate study immediately after graduation	33.5%	25.3%	37%	40%	40%
Employer satisfaction ²	95%	97.3%	95%	95%	95%
Median salary of graduates (\$000's)	\$39.9	\$32.5	=USM	=USM	=USM
Percent of graduates employed in Maryland	85.4%	94.5%	Average	Average	Average
Number of Teacher Ed Grads employed in MD.	92	43	85%	85%	85%
Number Nursing Grads employed in Md.	50	26	77	89	105
Quality:					
NCLEX (Nursing) licensure exam passing rate ²	83.3%	*	73%.	74%	75%
Praxis I Core Battery (Education) licensure exam passing Rate ²	100%	100%	100%	100%	100%
Praxis II Specialty Areas licensure exam passing rate ²	100%	100%	100%	100%	100%
Percent of undergraduate students who completed teacher training program and passed Praxis II exam	100%	100%	100%	100%	100%
Percent of post-bachelor students who completed teacher training program and passed Praxis II	100%	100%	100%	100%	100%
Student satisfaction with job preparation	96.5%	91%	97%	97%	97%
Student satisfaction with grad/prof school preparation.	96%	92.5%	97%	97%	97%
Regional and national accreditations	7	7	7	7	7
Efficiency					
Percent replacement cost facility renewal & renovation	1.3%	1.3%	1.5%	1.7%	2%
Cost Containment/ Rate of operational budget savings	3%	3.6%	3.6%	3.6%	3.6%
Cost of raising \$1	\$0.32	*	\$0.31	\$0.29	\$0.25

Notes: * Data not available.

¹ Peer-based

² External data

APPENDIX C
Implementation Plan

Implementation Plan

No	Strategies	Goal	FY 03			FY 04			FY 05			Total (FY 03+FY04+FY 05)		
			Operating Budget		Capital	Operating Budget		Capital	Operating Budget		Capital	Operating Budget		Capital
			Base	One Time		Base	One Time		Base	One Time		Base	One Time	
1	Implement PeopleSoft	3		500,000			500,000					0	1,000,000	0
2	Enhance Mission Critical Academic Programs	1	750,000			800,000			500,000			2,050,000	0	0
3	Enhance Library and Advising	1,2	500,000			500,000			300,000			1,300,000	0	0
4	Develop and Implement New Academic Program	1							500,000			500,000	0	0
5	75% of Auxiliary Projects	5										0	0	0
	(a) New Residence Hall				10,500,000							0	0	10,500,000
	(b) New Dining Facility				1,500,000							0	0	1,500,000
	(c) Parking Garage							6,000,000				0	0	6,000,000
	(d) Constructing Tawes College Center											0	0	24,000,000
6	Add merit-based and need-based Financial Aid	2	700,000			500,000			500,000			1,700,000	0	0
7	Increase Fundraising	5	300,000			250,000						550,000	0	0
8	Build Telecommunication Infrastructure	3	300,000		2,500,000	700,000		1,250,000	1,000,000			2,000,000	0	3,750,000
9	Upgrade utilities, Land acquisition, build New Academic Building, Center for Urban Educational Renewal, Science and Technology Building	4	300,000	500,000	11,800,000	1,000,000	1,200,000	21,745,000	1,000,000	1,500,000		2,300,000	3,200,000	107,060,000
10	Enhance Student Support Services	2	300,000			100,000			100,000			500,000	0	0
11	Enhance Enrollment Management	2	450,000	100,000		400,000	100,000		400,000			1,250,000	200,000	0
12	Facility Master Plan/Programs	4		850,000								0	850,000	0
	Total		\$3,600,000	\$1,950,000	\$26,300,000	\$4,250,000	\$1,800,000	\$28,995,000	\$4,300,000	\$1,500,000	\$97,515,000	\$12,150,000	\$5,250,000	\$152,810,000

APPENDIX D

Analysis of Selected Academic Programs (Reprinted from the Toll Report)

Analysis of Selected Academic Programs

The overall assessment and analysis of existing academic programs at CSC is based on the criteria below, identified for their critical role in determining CSC's ability to offer high-quality academic programs and maintain regional and professional accreditation.

- Adequacy, quality and availability of faculty and staff
- Financial resources
- Course offerings
- Instructional equipment and learning resources

CSC is organized into eight units: Arts and Sciences, Education, Nursing, Graduate, Honors, Distance and Lifelong Learning, the Library, and the Office of International Relations. The following is an assessment of the adequacy and quality of the divisions and some departments, as well as the financial support, instructional resources, and course offerings available.

Arts & Sciences

DEPARTMENT OF NATURAL SCIENCES

ADEQUACY, QUALITY AND AVAILABILITY OF FACULTY AND STAFF

Shortages of faculty and staff members exist in several academic programs. Student research is not currently being implemented. Faculty loads are so high that faculty research and scholarly productivity are low. New faculty hires should include those able to integrate research capabilities into the baccalaureate curriculum in science.

Many faculty members are ready for retirement. Strategies must be executed to recruit and retain younger faculty members. Such strategies would include competitive salaries, good working conditions, adequate research facilities, and more nearly optimum student/teacher ratios.

FINANCIAL RESOURCES

When the departments of biology, physics and chemistry were combined in 1981, the total operating budget other than salaries was \$48,000 per year. Currently, the operating budget is only \$6,000 or 1/8 of the 1981 science budget. As a result, the quality and quantity of the science program have seriously eroded.

COURSE OFFERINGS

Lack of funds for laboratory materials has resulted in biochemistry being taught by Michigan State University through distance education, no laboratory experience in the cell biology course, and the indefinite suspension of virology lecture-laboratory courses.

INSTRUCTIONAL EQUIPMENT AND LEARNING RESOURCES

The existing animal laboratory is not usable; the tissue culture facility is too small for class use. The chemistry laboratories are too noisy and poorly lighted. Hoods in the organic laboratories are poorly constructed, making it difficult for faculty to observe students at work. The cage washer is not working; and autoclaves are not operable. Because equipment for biology,

physics and chemistry laboratories has not been purchased since 1982, most of it is obsolete or in disrepair.

DEPARTMENT OF MATHEMATICS AND COMPUTER SCIENCE

ADEQUACY, QUALITY AND AVAILABILITY OF FACULTY AND STAFF MEMBERS

Approximately 10 years ago, the Department had 14 full-time faculty members; currently, there are only nine. Three teach all of the computer science courses. One of the three computer science faculty members must teach a mathematics course each year. Faculty teach eight course preparations a year, including laboratory and classroom courses. Adjunct faculty members teach most of the developmental mathematics courses. Faculty do not take sabbatical leaves for renewal and retooling because the Department could not manage its teaching load in the absence of even one faculty member. Since there is no laboratory support staff for this department, faculty members must do all of the teaching. Enrollment in this department continues to grow as the demand in the workforce for computer science increases.

FINANCIAL RESOURCES

Financial resources are quite thin. New faculty members cannot be appointed. Modern and up-to-date equipment cannot be purchased. Laboratory support staff cannot be appointed.

COURSE OFFERINGS

Courses need to be added. For example, more prerequisite courses are needed that are designed for the computer science major. Courses in advanced databases, advanced visual basic, and computer architecture should be added to the computer science curriculum. However, scarce faculty resources prevent these improvements from occurring. The computer science networking courses are too crowded, with an enrollment of 40 students. During the fall 2000 term, 65 students enrolled in the Computer Science I course; in the spring of 2001, there were 72 in this course, which still had only one section.

INSTRUCTIONAL EQUIPMENT AND LEARNING RESOURCES

Without UNIX workstations, Macintosh workstations, or other sophisticated computer platforms and software, graduates are not provided with a cutting-edge education, which limits their ability to be competitive in the workplace. Advanced computer science courses with as many as 40 students are too large. Classroom space is inadequate to offer other sections, which could relieve some of the overcrowding. Laboratory print and e-resources are scarce and require upgrading. The mathematics program requires a laboratory, and would like to offer more mathematics laboratory courses; however, space and computer equipment are not available. There is only one laboratory to accommodate 500 students.

DEPARTMENT OF FINE ARTS AND COMMUNICATION

*ADEQUACY,
QUALITY AND
AVAILABILITY OF
FACULTY AND STAFF
FINANCIAL
RESOURCES
COURSE OFFERINGS*

Additional faculty members would be needed to offer new initiatives such as majors in art, theater and music.

Fiscal resources are tightly constrained.

Faculty members would like to offer new courses in photographic art as well as majors in music, dance and theater, but they are hindered by financial constraints.

*INSTRUCTIONAL
EQUIPMENT AND
LEARNING
RESOURCES*

Video units are unavailable to record student performances for self-critiques. Many classrooms do not have lecterns. Dark room facilities are ill equipped, too small, and lack air conditioning, limiting enrollment to 15 students in photography per semester. The College does not offer digital photography, even though faculty members have the credentials to do so, because it does not have scanners or a computerized art laboratory. Art students lack easels and must work on flat tables. Coppin State College also lacks an art gallery for exhibiting students' award-winning work. Pianos and other musical instruments are either not available or do not work. The music program lacks computerized technology and musical instrument digital interface (MIDI) equipment. The dance studio does not have the proper flooring for the dance program and is not air-conditioned. The auditorium does not have an operative lighting system, a costume shop, or state-of-the-art equipment for the theater program. The new ceramics studio and the existing painting and drawing laboratories do not have furniture or equipment.

DEPARTMENT OF HUMANITIES AND MEDIA

*ADEQUACY,
QUALITY AND
AVAILABILITY OF
FACULTY AND STAFF
MEMBERS*

The Department is chronically understaffed, with 15 full-time faculty members teaching 66 sections of general education courses each semester, in addition to filled and overfilled courses in the major, and elective courses. Consequently, 23 part-time faculty members are teaching from one to three classes each. Additional full-time faculty positions are needed in English composition, literature and philosophy.

*FINANCIAL
RESOURCES*

Due to inadequate resources, faculty members are not able to meet the growing demands of the field. Funding for performances, exhibits, publicity, and faculty development is virtually non-existent. Classroom space, faculty members, instructional materials and equipment are in short supply.

COURSE OFFERINGS

The Department would like to offer more on-line courses as well as increase the number of continuing students in the foreign language program. At this time, there are insufficient major courses to attract new students to the program.

*INSTRUCTIONAL
EQUIPMENT AND
LEARNING
RESOURCES*

The Department does not have up-to-date instructional equipment. The Media Arts track, which enrolls a large majority of the Department's majors, needs such basic items as cameras and editors. The language laboratory is too small and needs computer-based equipment to take students beyond the tape recorder and earphones of a generation ago.

DEPARTMENT OF PSYCHOLOGY AND REHABILITATION

*ADEQUACY,
QUALITY AND
AVAILABILITY OF
FACULTY AND STAFF
MEMBERS
FINANCIAL
RESOURCES*

The most critical challenge facing the Department is chronic understaffing. Although full-time tenure-track faculty members should teach all sections of General Psychology, the Department is unable to meet this basic requirement.

COURSE OFFERINGS

Two additional faculty members are required. Faculty members are unable to participate in research and other scholarly activities because of program travel restrictions.

More course options in the undergraduate psychology curriculum would make CSC psychology students more competitive for graduate school. (In the past, only a small number of students progressed to master's and doctoral programs in psychology at other institutions.)

*INSTRUCTIONAL
EQUIPMENT AND
LEARNING
RESOURCES*

Statistical packages and assessment measures for student use, instructional space, classrooms, and research space are inadequate. Additional evening sections of courses would allow students more flexibility to progress toward a degree.

(From Report of Coppin Study Team, September 2001.)

Other Academic Program Offerings

In addition to the above recommendations, Coppin may want to consider other areas that are in concert with its current academic offerings or would propel the College in new directions that are in keeping with its strategic plan and revised mission. The program areas include:

*Airway Science
Adult Literacy
Dance
School Counseling
Physician Assistant
Urban Recreation
Visual and Performing Arts
Meteorology
Cybercrime
Special Education Supervision and
Administration*

*Gerontology
Education Technology
Urban School Administration
Urban Health
Early Childhood Special Education
Communication Arts and Technology
Oceanic and Atmospheric Resources
Hydrology and Water Resources
Online Certification for Master's-Level Special
Education Teachers*

The evidence presented demonstrates that CSC's resources are woefully inadequate to accomplish its critical mission. Yet, it is also true that graduates perform at high levels on

national professional examinations in spite of inadequate financial aid, laboratories, classrooms, and library facilities. These incongruous findings when teachers have heavy teaching loads and substandard support indicate highly motivated, dedicated professors, staff members, and administrators who have refused to permit students to be handicapped because of their circumstances. Such efforts deserve to be rewarded with state-of-the-art equipment, teaching support, facilities, and financial resources. (*From Report of Coppin Study Team, September 2001.*)

APPENDIX E
Noel-Levitz Study Report

Appendix IV.1. Noel-Levitz Observations and Recommendations About Enrollment Management and Financial Aid

Current and Desired Enrollment State

“If we could first know where we are, and whither we are tending, we could then better judge what to do and how to do it.”

Abraham Lincoln

Coppin State College has experienced extraordinary enrollment growth in the part-time graduate segment, modest growth in the part-time undergraduate segment, and declines in full-time undergraduate and graduate populations in recent years. The following table summarizes five-year enrollment trends.

Coppin State College Fall Headcount Enrollment: 1996 and 2000			
Site	Fall 1996	Fall 2000	% Change
FT Undergraduate	2,251	2,161	-4%
PT Undergraduate	885	931	+5%
FT Graduate	41	29	-41%
PT Graduate	466	769	+65%
Total	3,643	3,890	+7%

This general enrollment increase is only part of a ten-year upward trend, during which overall headcount has increased by an impressive 51%. Part-time student growth has been fueled by off-site and distance education. Growth rates outpace other institutions within the University System, according to Coppin-provided data.

According to discussions with our Coppin State colleagues, the number of high school graduates in Maryland has increased during this time. However, institutional data reveal a steady decline in average SAT scores among Baltimore County Public School students, from 842 in 1996 to 804 in 2000. Coppin has strived to maintain average SATs above the national norms for African-American students and has been largely successful in this endeavor (fall 2000 Coppin State College average SAT was 872 versus 860 nationally), despite the challenges within the campus's primary market. The consultants would appreciate the forwarding of any reports or studies on these issues to our Littleton Office.

It is the consultants' understanding that the college would like to increase enrollment among all above-identified populations. The following table summarizes five- and ten-year projections.

Coppin State College Fall Headcount Projections: 2005 and 2010

Site	Fall 2000	Fall 2005	Fall 2010	% Change
FT Undergraduate	2,161	2,384	2,739	+27%
PT Undergraduate	931	1,069	1,120	+20%
FT Graduate	29	43	49	+69%
PT Graduate	769	820	857	+11%
Total	3,890	4,316	4,765	+22%

In addition to this growth, the consultants also heard the following enrollment goals expressed by members of the Coppin administration directly responsible for the enrollment management program:

- Continue to increase FTE as well as headcount enrollment
- Increase the number of academically talented students
- Increase the number of on-campus residents, to fill newly constructed residence halls
- Increase the number of non-African-American students
- Increase the number of other Maryland and out-of-state students
- Increase the number of adult learners to influence the available workforce in the surrounding community.

Marketing and Recruitment Observations and Recommendations

Indeed, Coppin must expand its student base in each stage of the enrollment funnel through improved marketing, recruitment, and retention programs if it hopes to achieve the enrollment growth that it has outlined for the future. Toward this end, the consultants offer the following observations and recommendations.

Prospects and inquiries are stored in databases on a variety of personal computers throughout the admissions department. While the consultants were pleased to see that Coppin maintains electronic records of all inquiries, this decentralized method of data warehousing causes problems for analysis, ongoing communications, and linking inquiry records to progression through the enrollment funnel. The fact that tracking at every level from prospect to matriculation is not readily available is a serious impediment to understanding enrollment patterns. The consultants received the following year-end fall 1999 and 2000 and to-date fall 2001 information for freshman and transfer undergraduates.

Coppin State College Freshman Enrollment Statistics and Yields

Stage	2001 (as of 5/22)	2000 (year-end)	1999 (year-end)
Prospects	NA	NA	NA
Inquiries	NA	NA	NA
<i>Response Rate</i>	<i>NA</i>	<i>NA</i>	<i>NA</i>
Applications	3,235	2,699	2,176
<i>Conversion Rate</i>	<i>NA</i>	<i>NA</i>	<i>NA</i>
Accepts	1,013	1,070	1,090
<i>Acceptance Rate</i>	<i>31%</i>	<i>40%</i>	<i>50%</i>
Enrolled		464	500
<i>Yield Rate</i>		<i>43%</i>	<i>46%</i>

According to the Noel-Levitz Fall 1997 National Enrollment Management Survey, for four-year public colleges and universities:

- 22 percent of freshmen inquiries actually applied
- 74 percent of the applicants were accepted
- 45.5 percent of the accepted students enrolled

These data suggest that the greatest opportunity for increasing freshmen enrollment will occur by developing the “top of the enrollment funnel.” Through improved and more systematic strategies designed at the inquiry stage (written and electronic communications, telecounseling, recruitment programming and the like) for future recruitment cycles, Coppin will experience increases in application volume.

Coppin State College Transfer Enrollment Statistics and Yields

Stage	2001 (as of 5/22)	2000 (year-end)	1999 (year-end)
Prospects	NA	NA	NA
Inquiries	NA	NA	NA
<i>Response Rate</i>	<i>NA</i>	<i>NA</i>	<i>NA</i>
Applications	309	527	496
<i>Conversion Rate</i>	<i>NA</i>	<i>NA</i>	<i>NA</i>
Accepts	80	277	286
<i>Acceptance Rate</i>	<i>26%</i>	<i>53%</i>	<i>58%</i>
Enrolled		177	200
<i>Yield Rate</i>		<i>64%</i>	<i>70%</i>

NOTE: At the time of the campus visit, Coppin administrators and the Noel Levitz consultants were not using the same definitions for prospects and inquiries, and so funnel data supplied within this report begins with the application stage. In ongoing dialogue following the visit, updated funnel reports were supplied by the college and are included here as an attachment. The consultants feel that the college would benefit in its recruitment analysis by adopting the Noel Levitz definitions of these terms and therefore recommend that the admissions office continue to revise its record-keeping accordingly.

It is also worth mentioning that Coppin's apparently low acceptance rates are likely due to a high ratio of applications never completing the process, and therefore never becoming eligible for an admission decision. In Coppin's future funnel reports, it is important to add a section for completed applications. Second, since the enrollment management staff believe that the placement test is a better indicator of future enrollment than is deposit, a section for placement tested admits should also be added. Third, as Coppin seeks to recruit an increasingly diverse mix of students, the college will find that yield rates will vary dramatically between in-state and out-of-state students, between full-time and part-time students, between students of color and Caucasian students, etc. Therefore, separate funnel reports should be calculated for each segment of the student population in the target markets.

As summarized during the exit briefing, the following recommendations are made.

1. *Establish clear and realistic enrollment goals by market segment so the college can fairly evaluate and monitor its enrollment management effort.* This includes establishing headcount and FTE goals for each segment and the portion of that enrollment that is expected from new students. Coppin has established annual growth goals for full- and part-time undergraduates and graduate students. Given a potential future shift in recruitment strategy, it is necessary to stratify these goals even further by ethnic classification (African-American, Hispanic, Caucasian, etc.), geographic spread (Baltimore, Maryland, out-of-state, international), expected residency status (on-campus resident versus commuter), and program of study (elementary education, management science, etc.).
2. *Begin segmenting the new student population in your admissions computer system so that different strategies and tactics can be employed for the different populations that the college serves.* At the very minimum, Coppin has at least five student populations that will require different messages and levels of pre-enrollment communication and service. Those are:
 - Traditional undergraduates from the surrounding neighborhood and Baltimore.
 - Traditional undergraduates from other parts of Maryland, out-of-state, and international students.
 - Non-traditional undergraduates (adult learners), typically evening commuters.
 - Undergraduate transfers.
 - Graduate students, typically adult learners, part-time, commuters.
3. *Begin tracking all stages of the admissions funnel in one central database.* REGIS is being fully utilized to track all admission activity once a prospective student files an application. Inquiry data is housed in multiple Access databases on counselor and staff hard drives. While the consultants were pleased to see that raw inquiry data is maintained electronically, it is difficult to cumulate this data

and then tie the early funnel information to applicant and matriculant files. Storing this vital information in a decentralized fashion makes it cumbersome for Coppin to follow-up with inquirers who have not yet applied. Coppin should track the following funnel stages:

- Prospects (purchased names)
 - Inquiries
 - Applications
 - Completed applications
 - Eligible to register (accepts)
 - Placement tested
 - Enrolled (freeze date)
4. *Enhance regular enrollment management reports to monitor progress towards stratified goals and support enrollment planning and decision-making.* Coppin has in place some solid report formats and basic enrollment history. Existing reports should be refined to incorporate target market segment goals, and to begin enrollment funnel analysis with prospects and inquiries.
 5. *Begin tracking inquiry sources so that the college can evaluate its marketing and student recruitment efforts and prioritize its follow-up with targeted non-applied students.* Inquiry sources are generally divided into four broad categories, but the college should also track the individual sources so that it understands those strategies that produce the best results. The categories are:
 - Student-initiated (e.g., incoming letters, phone calls, e-mails, SAT scores, campus visits)
 - Travel-initiated (high school visits, college fairs, hotel visits)
 - Referral-initiated (high school counselors, alumni, faculty/staff, athletics)
 - Solicited (advertising, direct mail programs)
 6. *Increase the number of direct marketing initiatives to build the college's inquiry pool to the levels necessary to support stated enrollment goals.* Outside of the College Board SAT search, Hobson's CollegeView, and Maryland Distinguished Scholars, the college does not utilize the full range of inquiry sources available for traditional, graduate, transfer, student of color, and adult learners. The consultants recommend that you explore the following initiatives:
 - Year round, direct mailings (with reply capability) to area residents, churches and community organizations highlighting course offerings, especially to build interest among the career changer and special interest market segments.
 - Purchasing additional names of high school juniors and seniors in the service area through the College Board's PSAT search, the National Research Center for College and University Admissions (NRCCUA), ACT, and the College Bound Network. Once the names are acquired, initiate a targeted direct mail campaign to the students.
 - Purchasing the names of prospective transfer students through Phi Theta Kappa and advertising in *The Transfer Guide*. Once the names are acquired, initiate a targeted direct mail campaign to the prospective students.

- Purchasing the names of prospective graduate students through the Graduate Record Examination (GRE.) Once the names are acquired, initiate a targeted direct mail campaign to the prospective students.
 - Purchasing the names of prospective students of color through Ventures Scholars and the National Hispanic Recognition Program. Once the names are acquired, initiate a targeted direct mail campaign to the prospective students.
7. *Identify appropriate messages for each market segment and begin incorporating those in all external communications.* Since recruitment budgets have been extremely tight at Coppin, prospective student publications have not been redesigned in almost ten years. The only four-color pieces that are consistently reprinted are the Viewbook and the search piece. Both are geared toward the traditional first-year undergraduate and therefore do not meet the needs of other targeted student populations. Moreover, the messaging presented in these pieces is potentially outdated for Coppin's current competitive arena. The college needs to identify persuasive positioning lines for each market segment; the consultants recommend that this be accomplished through an external marketing analysis.
 8. *Develop new publications and redesign existing pieces, appropriate for each market segment, to support the student recruitment effort.* Coppin State College has already contracted with Creative Communications, a firm with whom they have a past contractual relationship, to develop a new publications suite in the 2001-2002 recruitment cycle. The Noel-Levitz consultants recommend that the following be included in that project, and that each piece tell "The Coppin Story" more effectively in ways that are persuasive to each audience:
 - Search/direct mail piece
 - Introductory recruitment brochure
 - Viewbook
 - Four-color divisional brochures and supporting program fact sheets that emphasize student outcomes
 - Campus visit brochure
 - Financial aid brochure, focused on affordability
 - Transfer, evening, and graduate-level specific pieces
 9. *Maintain a consistent graphic identity in all external publications and develop quality standards for paper, printing, and photography.* Given the ten years passed since the last publications project, the admissions and financial aid offices have developed photocopied interim communication pieces. This is unacceptable if the college wishes to develop a consistent, positive, external image.
 10. *Implement a rudimentary segmented written communication flow to prospective students pre-application.* While Coppin has developed a communications flow for applicants, a parallel communications flow does not exist for inquiries. Market segment-driven inquiry communications flows allow the college to stay in touch with prospective students throughout their decision-making process. At the very minimum, you should send each inquiry three to four pre-application communications. Those might include:
 - Inquiry response letter with program information and an application for admission.

- A follow-up letter from the program head emphasizing the benefits of attendance and perhaps outcomes information.
 - A financial aid communication.
 - Campus visit encouragement and application reminder.
11. *Conduct annual academic update sessions with faculty/department chairs and the entire enrollment management division staff.* Coppin needs to continue facilitating the dialogue between enrollment management and academic affairs as they did this past year. An open relationship between these units is critical to having well-versed staff that can professionally represent the institution to prospective students, parents, counselors, and other influencers.
 12. *Refine a territory and outreach management structure within admission counselor job responsibilities.* The admission counselors have assigned territories by high school and geographic area, and each is responsible for specific on-campus programming. The consultants believe that these accountabilities can be expanded to include community outreach responsibilities as well. For example, neighborhood and city assignments can further include development of community partnerships through churches, social and charitable organizations, and professional association networks.
 13. *Continue to develop strategic partnerships with organizations and agencies that can serve as catalysts for increasing enrollment.* The “Space Hope” program is generating a lot of renewed excitement about Coppin both on- and off-campus. With a rich institutional history in public service, Coppin has potential for additional partnerships that will not only strengthen your own resource development but also assist the development of your surrounding community and its residents. In addition to your long-founded involvement with area schools, police force and health clinics, do your program majors and minors in management science, communication, and political science provide opportunities with area businesses, print and broadcast media, and government agencies?
 14. *Explore program-based articulation agreements or bridge programs with other area colleges and universities.* Easing the transition between community college and Coppin or between Coppin and graduate school via program articulations is an effective way to appeal to your undergraduate student market. Coppin already has transfer agreements with the Maryland community colleges. Look at your list of incoming transfers for the past three fall terms to determine if there is a pattern of matriculation from other two-year institutions. For those disciplines in which you do not offer graduate study, i.e., nursing, management, law, communications, investigate 3+1 options with University System campuses similar to your existing arrangements in engineering, dentistry, and pharmacy. These agreements will strengthen your new student recruitment effort as you offer one more distinct competitive advantage, particularly to high ability students interested in post-baccalaureate education.
 15. *Obtain additional human resources (state, not contractual, positions) in the enrollment management division.* The consultants found the size of the admission staff to be lean, especially considering future enrollment growth objectives across varying market segments. In the Noel-Levitz National Enrollment Management Survey – Findings for Fall 1997 for four-year institutions, like-sized (mainly private) institutions reported:
 - Seven (7) full-time professionals
 - One (1) part-time professional

- Four (4) full-time support staff
- 1.8 part-time support staff

Additional technical and research support is also needed to tie together databases among units (admissions, financial aid, first-year programs, etc.), coordinate communications flows, and provide management reports until PeopleSoft is fully implemented and staff are trained. We anticipate that this is a four to five year timeframe. The consultants therefore recommend the following additional positions:

- One technical/operations staff (professional-level) position to coordinate enrollment systems and their daily uses in communications and reporting.
 - One additional admissions support staff position to focus on inquiry data entry and communications support.
 - One additional counseling/recruiter position to focus on the graduate and part-time student market.
 - One additional counseling/recruiter position to focus on multicultural recruitment.
16. *Provide adequate, attractive, and comfortable facilities for public access to admissions and financial aid staff and functions.* A college visit can be an anxious experience for traditional and adult prospective students alike. Campus facilities should be designed to alleviate nervousness so students can focus on what really matters during the visit – ensuring a good fit between student needs and wants and campus offerings. Coppin State does not provide sufficient visitor parking, adequate outdoor and indoor signage, nor office privacy to accommodate successful prospective student meetings. Both admissions and financial aid counselors often greet and meet with constituencies in public spaces where confidential conversations may be overheard by staff and passers-by. Aesthetically, the offices do not convey the distinguished, personable, caring image that is the Coppin reality.
17. *Develop a comprehensive annual marketing and recruitment plan that includes individual plans for each market segment.* An annual plan is Coppin's game plan to ensure that new enrollment goals by student market are met. The absence of such a document will likely result in the continuation of current strategies and practices with little new effort focused on the populations the college hopes to increase. The following table contains an outline of an annual recruitment plan.

[Some material omitted.]

Observations and Recommendations for Coppin State College Implementation [Financial Aid]

These recommendations are a continuation from those found [above, focusing primarily on financial aid].

18. *Observation:* Organizational structure of the enrollment management unit. The organizational structure of the enrollment management area and financial aid office were reviewed both from charts supplied beforehand and discussions during the visit. There have been recent organizational changes placing the position of vice president of administration and finance supervising not only the enrollment management area but business services as well. The associate vice president, reporting to

the vice president, coordinates the daily functions of the admissions/recruitment and financial aid offices.

Recommendation: This organizational structure follows a classic enrollment management design. Keeping not only admissions and financial aid offices connected within the same department but having the business services area reporting to the same vice president ensures that close communications and coordination is achieved. The consultant fully supports this model as it ensures accountability and departmental cooperation.

APPENDIX F

Analysis of Coppin State College Facilities

Analysis of Coppin State College Facilities

Most of Coppin's facilities and infrastructure do not meet the educational, administrative, student support, physical education, athletics, or recreational requirements typically associated with living and learning in the 21st century and found at other institutions:

- At least five of the ten buildings require major renovations and three others should be razed.
- 87 percent of the inventory (excluding the recently constructed residence hall) is more than 20 years old, compared to an average of 66 percent within the University System of Maryland.
- Utility infrastructure systems – water, sewer, electrical, security, communications, and fire protection – are antiquated and in need of replacement and/or modernization.
- Classroom, class laboratory, office, research, library, and physical education space are severely deficient. This will be exacerbated as enrollment increases as expected, reaching deficiencies totaling at least 182,100 NASF of space by 2010.
- Outdoor space is inadequate and insufficient to support physical education, recreation, and athletic programs.
- Parking is available for every 9.8 people, while other institutions average one space for every 2.4 people, resulting in an existing deficit of 1,424 spaces and a projected deficit of 2,156 spaces.

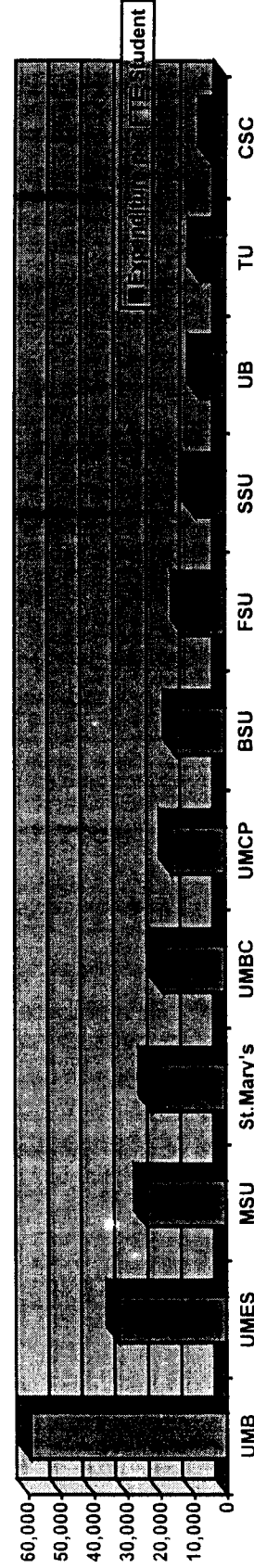
Importantly, over the past 10 years State capital expenditures for the campus have lagged significantly behind other Maryland public institutions. The average annual capital expenditures from fiscal years 1991 through 2002 for all 12 public, four-year institutions in Maryland was over \$119 million, of which Coppin State College received annually an average of slightly more than \$1 million, less than 1 percent. On a per full-time equivalent (FTE) student basis, Coppin State College ranked twelfth out of the 12 Maryland four-year public institutions and received substantially less per student than any other of these institutions.

**Maryland Four-Year Public Institution of Higher Education
Capital Expenditure per FTE Student FY 1991 – FY 2002
(Ranked in order from highest to lowest)**

Rank	Institution	FTE	Total Expenditure	Expenditure per FTE Student
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1	UMB	4,997	\$296,540,044	59,344
2	UMES	3,023	97,807,000	32,354
3	MSU	5,496	131,352,668	23,900
4	St. Mary's	1,547	34,887,000	22,551
5	UMBC	8,494	161,205,000	18,979
6	UMCP	26,600	430,303,000	16,177
7	BSU	3,214	47,852,000	14,889
8	FSU	4,289	53,126,000	12,387
9	SSU	5,445	48,557,876	8,918
10	UB	3,150	24,039,374	7,632
11	TU	12,963	96,779,000	7,466
12	CSC	2,757	12,321,000	4,469

Maryland Four-Year Public Institution of Higher Education



*Source September 2001, report of the independent study team on revitalization of CSC

- Other critical initial steps are:
 - Enhancement of Capital Improvements and related operating budget. Allocation of \$850,000, one time operating costs for completing an inventory of space, conditions, assessment, developing facility programs for each project and updating the facilities master plan.
 - Assist Coppin State College in its ability to generate other forms of revenue by assuming 75 percent of the total cost of recently completed residence hall and add \$3.5 million to the allocation of a new dining facility.
 - Construction of new health and human services building for immediate relief of critical space deficiencies currently exist on campus. The need for this building was established in 1996 Facilities Master Plan, to provide state-of-the-art, technology based classrooms and a learning environment.
 - Construction of the centerpiece for Coppin's national recognition, the Center for Urban Educational Renewal (CUER). Its creation will work to address the pressing educational and professional development issues for students, teachers, and administrators and will serve as a model in urban areas across the nation.
 - Upgrade of campus wide utilities, security, telecommunications and information technology, as well as construction of a new Science and Technology Center.
- Apart from these capital investments, the College must also expand staffing in the Department of Capital Planning and Facilities Management.

APPENDIX G

Marts and Lundy Study Report

EXECUTIVE SUMMARY

Coppin State College, the century-old descendant of an early experiment in education at nearby Douglass High School, has grown to become a part of the University System of Maryland (USM) and the State's only "public senior college." Coppin's primary mission has always been to serve the people of the inner city, and so its chief academic programs have traditionally focused on the needs of the College's nearby community (nursing, social work, juvenile justice, and teaching). While this community service orientation has done relatively little to create a wealthy alumni base, it has established Coppin as the sturdy anchor of its North Avenue neighborhood. Long known as an enclave or "oasis" in that rather threatening area, the College is now hoping to evolve into a kind of "river" carrying needy people surely along towards a better, more fulfilling life.

Recognizing both this potential and the institution's financial fragility, the Office of Civil Rights of the United States Department of Education and the State of Maryland recently entered a partnership agreement gauged to strengthen Coppin State College and make it a more potent and visible it player" in Baltimore and the State. As a part of this agreement, the national consulting firm Marts & Lundy was retained by the USM to assess Coppin's Division of Institutional Advancement and to make pointed recommendations as to how the Division's impact might be significantly increased. Accordingly, Dr. Robert H. Chambers, a Marts & Lundy Senior Consultant, was asked to conduct the assessment, and he subsequently analyzed a substantial amount of relevant Coppin publications and printed materials, interviewed a number of the College's staff members and supporters, and then prepared this document.

Marts & Lundy finds that Coppin State College is an admirable institution in many ways, but it is one that suffers by comparison with other sister schools in the USM. One of the College's chief weaknesses is the relatively impoverished state of its Institutional Advancement Division with a dozen unfilled positions, very few support or clerical staff, little technological machinery or expertise to do much-needed research, and only a tiny budget to work with, IA leaders and directors are severely hampered in their daily efforts to advance Coppin's noble cause. Consequently, the College has hardly any prospect pool, a virtually non-existent alumni network, and few of the systems of order and research normally found in more mature fund-raising operations.

Marts & Lundy's assessment weighs these various shortcomings of the Division and arrives at a number of recommendations that, if implemented could dramatically strengthen Coppin's outreach. Briefly put, Institutional Advancement needs more people, a larger budget, and a database system that can provide the information required by any aggressive and successful development office. While the implementation of these recommendations would call for a large initial outlay of funds-perhaps nearly doubling the current IA budget-the payoff in the reasonably near future could be noteworthy. The OCR-Maryland partnership promises enlightened support for strengthening Coppin's fund-raising future. It is the hope and the expectation of Marts & Lundy to play a useful small role in that worthy task.

Marts & Lundy INC.



Parris N. Glendening
Governor

John J. Oliver, Jr.
Chairman

Karen R. Johnson
Secretary of Higher Education

AGENDA ITEM SUMMARY

SUBJECT: State Plan Goal 3, *Contribute to the Further Development of Maryland's Economic Health and Vitality*, and State Plan Goal 4, *Support and Encourage Basic and Applied Research*

COMMITTEE: None

DATE OF COMMISSION MEETING: February 12, 2002 **STAFF:** Dr. John A. Sabatini, Jr.

SUMMARY: Each segment will have one spokesperson who will present a brief overview of the written materials that are attached. Fifty percent of the time allocated to each representative (20 minutes each for the University of Maryland, community colleges, and independent colleges and 10 minutes each for St. Mary's, Morgan, private career schools, and the Faculty Advisory Council) will be devoted to an exchange between Commission members and the presenter on the objectives and strategies for each goal.

Goal 3 speaks to the further development of Maryland's economic health and vitality. Some of the objectives include addressing current and future workforce demands to address industry needs, providing educational programs and services for upgrading skills, promoting commercial application of research, promoting entrepreneurial activity, and collaborating with employers to stimulate the growth of the State's economy.

Goal 4 speaks to the support for basic and applied research. The objectives to fulfill this goal include supporting research to expand the current body of knowledge and to address societal problems facing Maryland, linking research and the educational process, and bringing research to bear more effectively on efforts to address public policy issues.

RECOMMENDATION: **This item is for information only.**

UNIVERSITY SYSTEM OF MARYLAND



OFFICE OF THE CHANCELLOR

TELEPHONE: 301.445.1901
FACSIMILE: 301.445.1931

TO: Members, Maryland Higher Education Commission
FROM: Donald N. Langenberg, Chancellor
DATE: January 30, 2002
RE: USM Response to Goal 3 in the *State Plan*

On Tuesday, February 12th, Vice Chancellor for Academic Affairs Charles Middleton will represent the USM Office at the MHEC meeting at which there will be a discussion of Goals 3 and 4 in the *State Plan*. (I regret that I will be unable to attend personally due to a conflict with a System budget hearing.)

Regarding Goal 3 ("Contribute to the further development of Maryland's economic health and vitality"), I am pleased to report that a full study on the economic impact of the University System on the State of Maryland has just been completed. That report will be available on Monday, February 4, 2002, and it will be posted on the USM website (www.usmd.edu) later that week. Vice Chancellor Middleton will bring hard copies to the Commission meeting on the 12th for distribution and will be available to respond to questions at that time.

Thank you very much for this opportunity to share with you our progress in these critical areas.

DNL:jtm

cc: Secretary Karen Johnson
Vice Chancellor Charles R. Middleton

MARYLAND HIGHER EDUCATION COMMISSION
12 FEBRUARY 2002

COMMENTS ON STATE PLAN GOAL 4
CHARLES R. MIDDLETON
VICE CHANCELLOR FOR ACADEMIC AFFAIRS

Thank you for giving me an opportunity to comment briefly here today about the many ways in which the institutions of the University System of Maryland work to attain the goal of the State Plan for Post-secondary Education to support and encourage basic and applied research.

Indeed, the intellectual and creative work of faculty members, students (graduate and increasingly undergraduate), and many staff members at all four-year institutions of higher education are at some level devoted to the creation of new knowledge. Naturally, in the research universities the proportion of faculty time devoted to research of all types is higher than it would be in comprehensive institutions. But faculty members in all institutions in different ways and at a different scale of activity at various times in their careers devote a portion of their efforts to scholarly activity.

Some of this research and scholarship leads to the creation of what is known as "pure knowledge", or ideas generated that influence the way that people in the discipline think about their subject matter (Objective 4.1). A subset of that classification might have potential commercial use over some period of time. This fragment, along with knowledge that is specifically created to solve particular problems in science or society, leads to significant levels of what is called applied research in our institutions. The applications may be in teaching (as in the field of K-12 Education or in new ways to present a discipline such as English Literature), or in community service activities (as in the fields of social work, law, and nursing).

The important thing to note is that both types of research -- pure and applied -- generate ideas that make their way into the disciplines generally and/or have an impact on the teaching and public service activities of our institutions. Annual merit evaluations of our faculty seek to reward this scholarly activity as a part of the assessment of faculty performance, and promotion and tenure committees carefully review the accumulated accomplishments of each candidate in these areas of faculty work.

USM institutions invest in these research activities in a variety of ways. In a sense, a portion of the salary of research-active faculty members supports this work. However, there are more direct methods we can use to measure the level of research activity in our institutions. The primary assessment of the success of USM faculty in securing funding from federal and other sources lies in the annual reporting of USM institutions to the Board of Regents on the level of their sponsored grants and contracts activity in the past fiscal year.

The news here is exciting. In Fiscal Year 2001, the last complete year for which figures are available, extramural funding for specific research, teaching, and public service activities totaled \$783 million. This was an increase of 17% over FY 2000. The larger share of these funds (61%) came from federal agencies, corporations, and nationally prominent private foundations. But 39% came from state sources, a critical number as it is a measure of USM responsiveness to the needs of Maryland (Objectives 4.2 and 4.4).

Another way of looking at these results is that the total represented 98% of the amount provided to USM institutions in state subsidy for FY 2001. In the current year we anticipate that our faculty, students and staff will generate more than one dollar in extramural research support for every dollar of state general fund support. This is a measure of the quality of our research endeavors since with very few exceptions these funds are generated through rigorous peer-review processes. A corollary measure of the level of intellectual and creative activity on USM campuses lies in the annual increase in grant applications as individuals seek non-university support for their research activities.

Finally, our institutions are increasingly making research opportunities an integral component of the experiences of their students (Objective 4.3). There are many good stories here -- indeed, far too many to do justice to them all. As examples, however, I will mention three that can be seen as representative types:

1. *Course Projects*: At Frostburg State University students in the capstone course in mechanical engineering, working in teams, design, fabricate, and test a desired mechanical system. The spring course of 2001 led to the construction of an automated trash removal system for which the students have applied for a patent.
2. *Program Activity*: Students in the Gemstone Program at the University of Maryland, College Park, annually over four years tackle the solution of some aspect of a major society problem as a team research project. This leads to a team senior thesis that the students defend before a board of experts drawn from academic, corporate, and government representatives.
3. *Individual Student Research Projects*: Students at the University of Maryland Baltimore County work with faculty members to develop research proposals that are then submitted to a multidisciplinary faculty committee. Based upon this competitive review, Undergraduate Research Awards up to \$1,500 per year are awarded to support individual research and creative work projects. To date, nearly \$175,000 has been awarded to 120 UMBC undergraduates.

These experiences add a "real world" dimension to the educational experiences of our students and prepare them to enter the workforce with skills not only in their disciplinary specialties but also in research design, research methodology, and teamwork that will stand them well in today's workforce.

Thank you for the opportunity to comment briefly on this important State Plan goal and to note some of the interesting things that are happening in the USM as we work to assure its successful implementation.

**MARYLAND INDEPENDENT COLLEGE AND
UNIVERSITY ASSOCIATION**

Maryland Independent College and University Association

Submission to the Maryland Higher Education Commission Update on the Maryland State Plan for Postsecondary Education Goals 3 and 4*

Goal 3: Contribute to the further development of Maryland's economic health and vitality

3.1 Address current and future work force demands by producing graduates and credentialed individuals to address business and industry needs.

- MICUA institutions produce 27% of all the degrees awarded in the State, 48% of all Master's degrees and 38% of all doctoral degrees.
- MICUA institutions awarded 32% of all the computer and information sciences degrees, 40% of the engineering degrees, 43% of all health degrees, and 44% of all degrees awarded in the physical sciences.
- MICUA institutions provide over 32% of all new teachers certified in Maryland. The *2000-2002 Maryland Teacher Staffing Report* prepared by the Maryland State Department of Education establishes that Maryland's independent institutions produces 798 newly eligible Maryland teacher candidates in 1999-2000. Of the 22 higher education institutions in Maryland that offer teacher certification, 12 (55%) are independent institutions.
- Johns Hopkins University, College of Notre Dame of Maryland, Villa Julie College, and Columbia Union College all have programs to educate nurses and help them improve their skills. Several of the programs are specifically designed for part-time study in evenings and weekends.
- MICUA institutions continue to produce a significant percentage of liberal arts graduates in the State, graduates who are ultimately employed throughout all sectors throughout the State.
- Many Maryland companies have expanded their capabilities in the last few years to include web/interactive technology and draw heavily on the Maryland Institute College of Art as employees.
- Sojourner-Douglass College is a participating partner with the NASA-funded Network Resource Training Site Program, sponsored by Morgan State University, which has provided equipment and services to enhance computer training at the College, where 97% of its students are men and women of color.

*This update is not an exhaustive accounting of MICUA institutional efforts in these areas, but is a sample of the efforts of MICUA institutions to meet the State Plan goals and objectives. A more complete listing will be provided with the 2002 update.

Maryland Independent College and University Association

Submission to the Maryland Higher Education Commission Update on the Maryland State Plan for Postsecondary Education Goals 3 and 4*

- Several Capitol College programs are designed to provide opportunities for minority and female students. The NASA Pre-College Minority Engineering Program has been in existence since 1991. Because of its success rates, NASA invited the College to administer the NASA-funded Raising Hispanic Academic Achievement Program.

3.2 Provide the ongoing educational programs and services that employees and employers require for upgrading the skills of the workforce.

- According to the October 1999 *Maryland Employers' Workforce Educational Needs Assessment Survey* prepared for the Maryland Business Roundtable for Education, two-thirds of the business community ranked the effectiveness of Maryland's private institutions of higher education in producing capable workers as either good or excellent.
- Continuing education for existing employees is a MICUA priority. MICUA institutions educate over 18,000 part-time students each year, including 2,061 persons in degree and non-degree courses in the Part-Time Engineering Program of the GWC Whiting School of Engineering at Johns Hopkins at campuses in Baltimore and Howard, Anne Arundel, Montgomery and St. Mary's counties.
- Capitol College's Career Training 2000 program is designed specifically to enhance marketable computer and technical training for individuals and groups re-entering the workforce.
- Villa Julie College offers a Master's degree in Advanced Information Technology, providing many first-generation college students with the tools to participate in the information technology economy.
- Hood College's graduate programs in Computer and Information Sciences, Biomedical Science, and Environmental Biology are significantly enrolled with employees of local business and industry, helping to attract and keep businesses in Frederick County.

*This update is not an exhaustive accounting of MICUA institutional efforts in these areas, but is a sample of the efforts of MICUA institutions to meet the State Plan goals and objectives. A more complete listing will be provided with the 2002 update.

Maryland Independent College and University Association

Submission to the Maryland Higher Education Commission Update on the Maryland State Plan for Postsecondary Education Goals 3 and 4*

- MICUA institutions also provide graduate-level education classes to approximately 1,700 part-time students annually.
- Maryland companies have often benefited from customized training to keep their employees abreast of rapid changes in technology. Hopkins has developed customized programs of advanced engineering training for Northrop Grumman, Lockheed Martin, and many other Maryland corporations. Villa Julie also provides customized training for such businesses as CAP Gemini, Legg Mason, McCormick and Company, PHH, Sylvan Prometric, USF&G, St. Paul Companies, and Zurich Farmers Insurance.

3.3 Promote the commercial applications of academic research results and institution-developed technology.

3.4 Promote entrepreneurial activity by faculty, departments, and institutions.

- Graduates and faculty of MICUA institutions have established many businesses throughout the State, including at least 20 high-technology companies. Entrepreneurial training at many of these institutions is helping students and area businesspersons to pursue their dreams of starting their own companies.
- Fourteen start-up companies in Maryland are known to have been built on Johns Hopkins technologies.
- Maryland Institute College of Art graduates have founded several technology-based companies including the Brook Group, Harvey and Daughters, Firaxis Games, and Visual Pair.
- St. John's College alumni founded www.mom.com, SPARDATA, Inc, and Touchstones Discussion Project.
- Sojourner-Douglass College operates the Entrepreneurial and Global Education (EDGE) Center, which offers training and mentoring to aspiring entrepreneurs.
- Loyola College's Sellinger School of Business offers courses in entrepreneurial management and its Center for Closely Held Firms (for closely held and family businesses) offers members access to an extensive network of business contacts, including experts in finance, law, accounting, marketing, and insurance.

*This update is not an exhaustive accounting of MICUA institutional efforts in these areas, but is a sample of the efforts of MICUA institutions to meet the State Plan goals and objectives. A more complete listing will be provided with the 2002 update.

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3.5 Collaborate with business to identify and take advantage of opportunities to stimulate and reinforce the growth of Maryland's economy.

Goal 4: Support and encourage basic and applied research

4.1 Support basic research and scholarly activities to expand the current body of knowledge.

- Research and scholarship are complementary to the teaching programs of the independent institutions, whether the activity is basic research at the leading edge of biotechnology or astrophysics, applied research in engineering technology or business management, or creativity in the fields of literary criticism or music composition.
- Johns Hopkins' Applied Physics Laboratory (APL) is part of a consortium of 75 universities and 81 corporate and research laboratory members dedicated to the dual purpose of expanding the current body of knowledge in applied physics and to provide fellowships to minorities, who are U.S. citizens, underrepresented in engineering and science.
- Hopkins' PAR Training (School and Classroom Behavioral Management) is a process-based, operational model in which collaborating teams of teachers, school administrators, and related service personnel work together within a prescriptive workshop format to come to consensus on plans and strategies to prevent the occurrence of troubling behavior, act to respond to it, and resolve many of the underlying issues associated with such behaviors. Through the process, school-building based teams learn to design and implement their own unified plan of action that is firmly based on data and procedures that are documented and known to work.

4.2 Support and employ existing and emerging applied research to address societal problems facing Maryland.

- The Johns Hopkins University President's Council on Urban Health—a consortium of 150 community residents, local leaders, city officials, and Hopkins faculty and staff—is designed to foster the linkage between academic research at Hopkins in an initiative that addressed both the behavioral and environmental factors that affect the health of urban residents.

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- The Center for Adolescent Health Promotion and Disease Prevention of Hopkins is a federally funded research endeavor with advisory boards from Baltimore and the Eastern Shore. The Center's research, training, and information dissemination assists local community organizations and offers important data to policymakers.
- The goal of the Hopkins School of Public Health's Prevention Intervention Research Center, a joint program of the City of Baltimore, Baltimore City Public Schools, and the Department of Mental Hygiene, is to promote self-esteem, high achievement, and reaching one's full potential, while preventing drop-out, mental disorders, drug abuse, and violence.

4.3 Link research and the educational process more closely.

4.4 Bring research to bear more effectively on local, state, federal and international efforts to address public policy issues.

- The Institute for Policy Studies in the social science policy research arm of Johns Hopkins. Dedicated to the analysis of public problems, the Institute focuses on local, national, and international issues—primarily in economic development, urban development, housing, employment and training, public finance, criminal justice, and social welfare. It is also internationally known for its work on the nonprofit sector and the management of public/private partnerships.

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MORGAN STATE UNIVERSITY

GOAL 3

Contribute to the Further Development of Maryland's Economic Health and Vitality

Morgan State University contributes to the further development of Maryland's economic health and vitality in many ways. Morgan State University is by designation of the Maryland General Assembly the State's public urban university. Its mission is to provide a comprehensive set of programs and services to the citizens and organizations of the Baltimore metropolitan area. Its three major mission components are (1) to educate citizens from diverse academic and socioeconomic backgrounds, (2) to carry out research, giving priority to that applicable to the problems of the region and its residents, and (3) provide cultural opportunities for the region and offer programs of service to the community and the general public. The University has a long tradition of educating students with high academic averages as well as many others from disadvantaged backgrounds. It is strongly committed to continuing this tradition. The University plans to award more advanced degrees, particularly in programs of importance to the region; carry out more research on topics important to the local community; and, share its resources with the general public and become a center of social and cultural life for the residents of metropolitan Baltimore.

Morgan State University contributes to Goal 3 primarily through its School of Business and Management, School of Engineering and the School of Computer, Mathematical and Natural Sciences.

School of Business and Management

- The School of Business and Management helps the State of Maryland achieve this goal by offering academic programs which impact the economic health and vitality of Maryland.
- We have an outstanding faculty that conducts research which assists in solving

industrial problems particularly in the fields of accounting, finance, marketing, management information systems and hospitality management.

- The School of Business and Management has degree programs at the undergraduate level in accounting, business administration, finance, hospitality management, marketing, management and management information systems.
- The School of Business and Management leads Maryland's public and private campuses in degrees awarded to African Americans in accounting, finance and marketing. The School ranks second in management and management information systems. It ranks fourth in general business. Percentage of degrees awarded by field are accounting, 50%; marketing, 69% and management information systems, 27.7%. These graduates enter key areas of business and economic enterprises thereby impacting Maryland's economic health.
- The School of Business and Management also awards degrees at the graduate level, offering the MBA and Ph.D. degrees. Business-related programs account for the largest number of degrees awarded by Morgan State University. These business programs have remained the largest contributors of Morgan graduates for the past five years. This reality contributes greatly to Maryland's economic health and vitality.

In addition to the academic programs, the School of Business and Management provides assistance to small and minority businesses through its Small Business Institute and, in cooperation with other community-based organizations, helps to sponsor the following activities:

- The Reginald F. Lewis Summer Youth Business Camp which teaches youth, in practical, interesting ways how to start and run a small business. This program, also, further develops their self-image and awareness of their strengths.

- Clay Street Revitalization Project where the faculty provide training workshops and consultation.
- Business Assistance Programs where faculty are utilized as consultants in training individuals from the community and community-based organizations through workshops and seminars.

These examples highlight some of the work carried out in the City of Baltimore which will eventually serve to further develop Baltimore's economic base.

The School of Engineering

The School of Engineering at Morgan State University is involved with several initiatives that directly impact Goal 3. The School of Engineering's research, development and expertise service initiatives are directed primarily at supporting the economic development goals of the State.

- The Dean and one faculty member of the School serve on the Governor's Workforce Investment Board's (GWFIB) Committee on Information Technology. These two individuals involved in the GWFIB Committee are also involved in advisory committee/board capacities with the Maryland Applied Information Technology Initiative (MAITI). The School of Engineering gathers additional information on the talent needs of companies through the presence of company representatives on the School of Engineering Industrial Advisory Board and on its various departmental industrial committees. The Dean also serves on the Board of Directors of Maryland's Technology Economic Development Corporation (TEDCO).

- We have established a set of certificate training activities to augment the formal academic programs that the School of Engineering offers at both the undergraduate and graduate levels. The faculty and dean conduct periodic workshops and summits that are directed at discussing and examining current issues. These activities impact Maryland's economic health and vitality.
- For the past eleven years the School of Engineering has operated the University Center for Technical Assistance that is partially funded by the Economic Development Agency of the U.S. Department of Commerce. This center promotes research and commercial application directed at support for small and medium-size businesses that are located in "economically distressed" areas of the State through TEDCO (University Technology Development Fund) and through a private venture fund (HBCU Technology Development Fund). There are funds made available to encourage faculty and/or their students to exploit the output of their research in an entrepreneurial manner.
- The School of Engineering conducts collaborative research with government agencies and with major and small corporations in the state; either as partners or as subcontractors. The school's efforts are directed at issues related to stimulating economic growth in the State.

The School of Computer, Mathematical and Natural Sciences

Since its inception as a separate school in 1998, the School of Computer, Mathematical and Natural Sciences has experienced an increase in enrollment of 5%. The number of graduates with B.S. degrees has increased by 10% and the number graduates going on to graduate and professional schools has increased by 10%. These graduates, given their degrees in scientific and technological fields, will make significant contributions to the economic vitality of the state.

Students in the May 2001 graduating class earned five (5) master's degrees and 97 bachelor's degrees; 50 of the 97 baccalaureate degree recipients with a cumulative grade point average (GPA) of 3.0 or higher, 17 of whom graduated with honors. Twenty-one graduates were accepted in graduate and professional schools, including University of Maryland, Johns Hopkins University, University of Southern Mississippi, Howard University, University of Arizona, Cornell University, Michigan State University, University of Virginia, Towson University and George Mason University. One graduate was accepted in a Post-Baccalaureate Program at the National Institute of Health (NIH).

the School of Computer, Mathematical and Natural Sciences provide the ongoing educational programs and services that employees and employers require for upgrading the skills of Maryland's work force. The School of Computer, Mathematical and Natural Sciences will continue to build a cohesive, productive school by (1) developing strategies for communicating science and mathematics more effectively; (2) enhancing the quality of the graduate program offerings in the sciences; (3) enhancing the research activities of the faculty by developing ways of increasing the productivity, creativity and innovative thinking of faculty and students within the school; and (4) developing outreach programs that enhance the knowledge of the sciences and mathematics of students within the knowledge of the urban environment and the community at large.

The School of Computer, Mathematical and Natural Sciences will implement the above strategies through efforts such as: participation in the SPENCER Program sponsored by the Association of American Colleges and Universities to address the need for reforming undergraduate science education; enhancement of the masters programs in physics and mathematics, adding new program offerings such as Computational Sciences and Exercise Physiology, and developing new courses

for the Ph.D. program in Bio-Environmental Sciences. Efforts will also be undertaken to enhance the infrastructure of the School such as allowing more release time, increasing technical and laboratory support staff and constructing a new research facility. The school has submitted proposals to secure grants to fund a variety of Bridge Programs to facilitate the admission and transfer of students with enhanced skills in science and mathematics.

- The School of Computer, Mathematical and Natural Sciences plans to establish a Center of Excellence in Bio-Environmental Sciences that will utilize an interdisciplinary approach to integrating strong academics with state-of-the-art research training and practical learning experiences to focus on a full range of environmental and biological problems that are adverse to the urban communities, our state, and the nation as a whole.
- The School of Computer, Mathematical and Natural Sciences will establish a Center for Microgravity Polymer and Biological Sensors Research to fully understand and monitor the effects which microgravity has on chemical and biological macromolecular systems. This is important in maintaining the health, safety and productivity of human, animal and plant species, as well as insuring the integrity, quality and reliability of the structures and devices fabricated and used in space.
- The School of Computer, Mathematical and Natural Sciences promotes entrepreneurial activity by faculty and departments through several collaborations with institutions such as Johns Hopkins University and its School of Medicine, University of Maryland at Baltimore, the Institute of Human Virology, University of Maryland Biotechnology Institute, University of Maryland Baltimore County, Howard University and Boston University's Early Medical School Program. In addition, a faculty exchange program between Morgan State University Biology

and Chemistry Departments and the Federal Drug Administration (FDA) Center for Biological Evaluation and Research will assist Morgan State University faculty in enhancing their research skills, and also enables FDA scientists and researchers to bring their skills to the classroom has been established. Collaborations have been developed also, with the Chesapeake Biological Laboratory, the Aquarium and with industry such as Corning, Inc., and Hercules, Inc.

All of the above activities will further develop Morgan's capacity to impact further the economic health and vitality of Maryland currently and in the years ahead.

GOAL 4

Support and Encourage Basic and Applied Research

Morgan State University is conducting research in both the basic and applied areas. It should be recognized, however, that as an urban university we are in the process of developing our research infrastructure and need to do more in this area. Funded research on the campus currently is concentrated largely in the School of Engineering and School of Computer, Mathematical and Natural Sciences. In FY 2000, research funding amounted to approximately \$7 million.

School of Engineering

We offer the Master of Engineering and Doctor of Engineering degrees. These degrees require substantial interface with industry and government laboratories during the students matriculation in these programs.

The following activities are supported with both external and internal funds at both the undergraduate and graduate levels.

- The School of Engineering joined with The Maryland Technology Transfer Fund to successfully win a two year grant valued at \$1.5 million focused on investigating federal laboratory partnerships in rural and urban areas. The grant entitled the Maryland Technology Partnership Initiative (MTPI) has the Emerging Technology Center of Baltimore, the Prince Georges County Economic Development Corporation, and The Chesapeake Bay Region Technical Center of Excellence as its additional partners. Research is directed at getting greater economic impact of technology in areas whose residents are traditionally under served in this manner.
- The research conducted at Morgan in engineering is in part utilized to reinforce concepts for the teaching of undergraduate students' Senior Capstone Design Projects. These projects are often used as stimuli to encourage students to consider graduate study and foster the concept of life-long learning.
- Through a number of outreach initiatives, we encourage and evaluate the faculty input into public service initiatives. We feel this can be accomplished most effectively around issues related to faculty expertise. Two recent examples of research topics that have a potential to effect public policy are the discussions put forth during the "Urban Transportation Summit" conducted in October of 2001 and the study titled "Brownfield Assessment of Selected Sites in Baltimore City." Both efforts give a flavor of the types of efforts we place in high regard as having the potential to impact the quality of life of people through technology.
- The School of Engineering currently holds research grants from the US Army Research Laboratory, US Army Corp of Engineers, National Aeronautics and

Space Administration (NASA) and other federal agencies.

The School of Computer, Mathematical and Natural Sciences

The School of Computer, Mathematical and Natural Sciences is very much involved in research and research infrastructure building. For the 2000-2001 academic year the school's research budget was \$6.75 million. Of this amount two-thirds (2/3) was for basic research in biology, chemistry and mathematics.

- Applied research was conducted in physics and in computer science. The University anticipates over the coming years for these amounts to increase. The physics department recover research support from NASA, Department of Defense (DOD) and National Institute of Health (NIH) among others.
- The Biology Department has secured research funding from NIH, National Science Foundation (NSF), United States Agency for International Development (USAID.) The Chemistry Department has secured funding from NASA, Health Resources and Service Administration (HRSA), NIH, United States Department of Agriculture (USDA) and related agencies.
- The Mathematics Department receives NSF funds for students research training, and also receives funding from Department of Energy (DOE).
- Research infrastructure is being developed with Research Infrastructure for Minority Institutions (RIMI) funding from NIH to enhance capacity to engage in Biomedical Research, also MBRS (Minority Biomedical Research support) also from NIH.
- Applied research is being conducted in areas of the University including the Department of Social Work and in the Sociology Department among others. The

Public Health program is also conducting research on health and related community issues. The Institute for Urban Research engages in applied research aimed at helping local communities and neighborhoods with data information and analyses.

As all of the above information indicates, we are making significant contributions in both Goal 3 and Goal 4 as Maryland's designated urban University. We are constantly seeking more ways to serve the city, state and region. These activities, as we further develop our doctoral programs, will provide opportunities for additional service. Further, our research efforts strengthen and enrich our undergraduate programs. Each of our schools, through our strategic planning process, are seeking greater ways to serve our urban mission and thereby allowing Morgan to make even greater contributions to our constituency and the State of Maryland.

ST. MARY'S COLLEGE OF MARYLAND

**ST. MARY'S COLLEGE OF MARYLAND
RESPONSE TO
GOALS 3 & 4
JANUARY 16, 2002**

**GOAL 3: CONTRIBUTE TO THE FURTHER DEVELOPMENT OF
MARYLAND'S ECONOMIC HEALTH AND VITALITY**

The combination of teaching, research, and knowledge-based service makes postsecondary education a powerful contributor to economic development. Economic growth is sustained most vigorously in those societies that are in the forefront of intellectual inquiry, scientific and technological discovery, and individual skills development. Maryland's postsecondary institutions have an obligation to ensure that graduates possess the competencies required by employers and that the continuing-education and job-training needs of workers in the State are met. The academic fields for which employers have strong demand but insufficient numbers of applicants to fill job openings must be identified and strengthened.

The research resources and expertise of Maryland campuses should be used in part to support continued economic development in the State. Efforts need to be made to ensure that the large volume of research produced on our campuses is transferred to the marketplace as appropriate. The future prosperity of the State and the well being of its citizens are fundamentally tied to a strong partnership between business and postsecondary education.

3.1 Objective – Address current and future work force demands by producing graduates and credentialed individuals to address business and industry needs.

STRATEGIES:

- **The College will strengthen its program offerings in math, the natural sciences, and economics/management sciences. This is intended to deepen the mutually beneficial relationships between the College and the expanding research and contracting community in Southern Maryland that is associated with, in large part, the expansion of research and development activities at the Naval Air Warfare Center at Patuxent River.**
- **The College plans to expand its program offerings in computer science and the natural sciences. In particular, expanded offerings will be made in response to the increasing demands for computer and information technology workers.**

BARRIERS:

- **St. Mary's is a liberal arts college with a classical curriculum which prepares students with exceptional core skills of quantitative and analytical reasoning and written and oral communication. One-third of the College's students seek to remain in Southern Maryland after graduation and they now populate the area's growing defense and technology community. However, we are not meeting the areas demands for computer and engineering graduates and for graduates with technology-based skills. The College needs to expand both: 1) technology-based courses; and 2) applied science courses in order to match graduates to the specific opportunities in the Southern Maryland defense and technology community. It will need to expand its classical curriculum to do so.**
- **Our current mission statement does not link us to workforce needs. We will need to revise our mission statement to accommodate the very particular workforce needs of our area. For example, the College now offers certificate courses in areas of applied sciences and technology in conjunction with the Defense Acquisition University. We are considering new bachelors programs in applied sciences as well as targeted graduate programs which relate to specific technological disciplines.**

3.2 Objective – Provide the ongoing educational programs and services that employees and employers require for upgrading the skills of the work force.

STRATEGIES:

- **We will address critical regional educational demands. The Southern Maryland region of over 300,000 citizens includes a notable population of knowledge workers in St. Mary's County constituting the highest percentage of high technology employment in Maryland. Despite the country's recent economic slowdown, St. Mary's County experienced a 22% growth in high technology firms from 2000 to 2001. St. Mary's thriving economy is first in Maryland's household income growth from 1989-1999.**
- **We will continue to offer primary support for teacher preparation and K-12 curriculum innovation, new defense industry related courses in acquisition and project management, We will add a coordinated masters programs in teaching and, increasingly, we will serve through partnerships with a plethora of regional learning and non-profit institutions as well as businesses.**
- **In association with the Southern Maryland Higher Education Center, another 500 students will be enrolled annually through bachelors, certificate, and graduate programs by FY06. Especially in demand are teacher certificate, technology certificate and management certificate programs.**

BARRIERS:

- **The technology infrastructure at St. Mary's is not adequate to address Southern Maryland's particular demand for skill development, much of which focuses on technology. Our technology infrastructure and resources need to be dramatically improved through access to UMAT and through the development of key technology for the broad disciplines of the arts, languages, social and natural sciences and teacher education.**

3.3 Objective – Promote the applied applications of academic research results and institution-developed technology.

STRATEGIES:

- **In the biological and estuarine sciences, we will support the transfer of grant funded research findings on the environmental quality of the St. Mary's River and its watershed to regional, state, and local policy makers.**
- **We will enhance the technology infrastructure of both the College and Southern Maryland through partnership with external providers. The College is currently involved in a multi-year Department of Education technology grant that involves the partnership of the State and the County.**

BARRIERS:

- **Although the College's annual R&D efforts have increased more than ten-fold in the past decade, the infrastructure to support transfer to standard industry or education application is lacking. The College needs programs to encourage such developments and corollary policies to regulate their benefits to the College and to the primary investigator.**

3.4 Objective - Promote entrepreneurial activity by faculty, departments, and institutions.

STRATEGIES:

- **We will continue support for grant making and sponsored research which now averages \$1 million per year.**
- **We will support work that builds community such as the College initiated River Concert Series, the region's largest cultural program.**

BARRIERS:

- **The College does not have a history of business partnerships. The most notable is the Computer Science Co-Op Program but, in its sixth year, this has suffered from faculty turn-over within our very small computer science**

program and the lack of institutionalization of the program; our Co-Op partners are decidedly unhappy with the program currently. To succeed, we will need to bring resources to this area, as well as to other areas of potential partnerships.

3.5 Objective - Collaborate with business to identify and take advantage of opportunities to stimulate and reinforce the growth of Maryland's economy.

STRATEGIES:

- **We will support and expand collaborative efforts by faculty with external organizations in areas such as technology, and in particular, geographic information systems, and estuarine sciences. With Naval Air Warfare Command relocating from Crystal City, Virginia, and with the consolidation of naval airfare research, testing and evaluation work at Patuxent River Naval Air Station, the workforce demands on the region have changed dramatically. Upwards of 180 civilian contractor organizations now reside outside the gates of the base, and projects such as the Joint Strike Fighter, the largest single defense project in our nation's history, will continue the rapid pace of the development.**

GOAL 4: SUPPORT AND ENCOURAGE BASIC AND APPLIED RESEARCH

The country benefits significantly from the efforts of research institutions. Both the linkage of research to societal problems as well as the application of the intellectual property of research faculty and institutions contribute to the maintenance of healthy communities and a vibrant economy. The transmission of knowledge from the academy increases the economic contribution of individuals and prepares citizens for active engagement in their communities. The sponsored research activities of our institutions make important contributions remedying major issues facing our State. Societal problems are addressed through the involvement of educated citizens in government and through the knowledge research brings to the development of public policy at all levels.

Maryland must also be positioned to compete internationally. Maryland's science-oriented research universities can be powerful tools for economic development. Maryland is among the top five states in the nation in terms of university-based research expenditures but ranks below the national average in commercialization of technology. Further support for technology transfer will contribute to the economic health of Maryland, inform the development of economic and related policies, and contribute to solutions for a number of societal concerns ranging from the availability of health care and the safety of children to the State's concern for environmental research solutions for protecting coastal resources and land use.

Finally, there can be a long lead time between basic research and its application to practical societal problems. The promotion, encouragement and nurturing of free intellectual inquiry in our basic research programs is central to the university's role in

society. The benefit of this endeavor is measured in increased knowledge, understanding, creativity, and growth of the human spirit.

4.1 Objective - Support basic research and scholarly activities to expand the current body of knowledge.

STRATEGIES:

- **We will continue to support the faculty's vigorous pursuit of external research support. The College recently acquired, through the use of a federal grant, a 400 MHz nuclear magnetic resonance (NMR) spectrometer. It will play a significant role in supporting faculty research in the chemical and biological sciences.**

4.2 Objective - Support and employ existing and emerging applied research to address societal problems facing Maryland.

STRATEGIES:

- **We will also continue support for health-related grants such as "Adopting Retarded Children: Family Stress and Coping". This grant is the subject of funding from the National Institutes of Health research into the adjustment of families who knowingly adopted children with developmental disabilities. This study is contributing to an understanding of what parent and family characteristics at an earlier time lead to better or poorer adjustment at a later time. The research has important mental health consequences for identifying families at risk for later dysfunction.**
- **We will continue to support important federally funded research on the environment quality of the St. Mary's River and its watershed is providing regional planners with critical scientific data. Since the watershed covers a vast amount of the total acreage in the county, this work is crucial to efforts to improve planning in this fast growing region.**

4.3 Objective - Link research and the educational process more closely.

STRATEGIES:

- **We will continue to build on the College's success in the area of undergraduate research. Through curricular innovations such as the St. Mary's Project, a year long research endeavor undertaken in the senior year, our students have distinguished themselves through presentations at professional conferences and co-authorship with their faculty mentors. In the 2000-2001 academic year 146 of St. Mary's students had their work recognized and validated in this manner.**
- **We will continue to produce graduates who are well prepared for advanced degree programs. Over 50% of St. Mary's graduates complete a graduate degree within 5 years of graduation.**

4.4 Objective - Bring research to bear more effectively on local, state, federal and international efforts to address public policy issues.

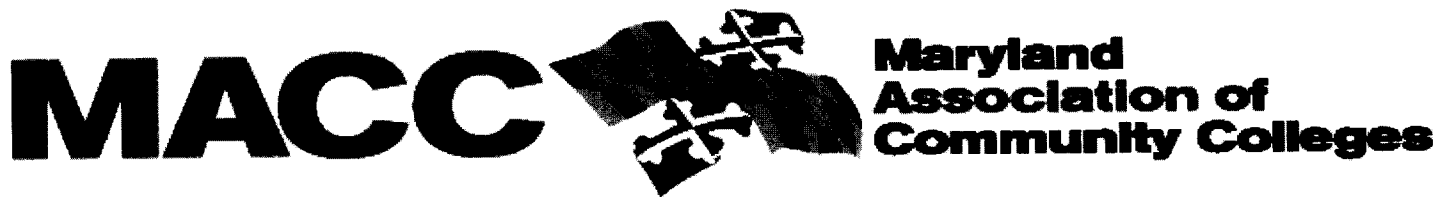
STRATEGIES:

- A major focus of the natural sciences is upon the environmental and ecological issues and policies associated with the broad Chesapeake Bay region. We will continue to support collaborative efforts between College faculty and the faculty and scholars associated with other research institutions (such as the Chesapeake Biological Laboratory and the Calvert Marine Museum) which form an important part of the College's scholarly activity. The College has received funding from HUD for "The St. Mary's River Project: Preserving Maryland's Legacy" has four goals: (1) to establish a water quality-monitoring program, (2) to support research that will identify stressors and their effects on the river ecosystem as well as lead to the protection, restoration, and management of the river, (3) to increase public awareness of the health of the river and build a sense of stewardship of it, and (4) provide information to decision makers at local, state, and regional levels.

BARRIERS:

- The College is relatively small in size and with the concomitant limited resources to apply to public policy issues. Yet we are eager to participate most actively to support the Southern Maryland community as its economic and social fabric changes from agrarian to technology based. Our barriers are structural and financial. To address these, we will expand, not abandon, our academic core. We have included the opportunity for funding of our academic expansion within our \$40 million *Heritage Campaign* to provide the support to undertake this new-to-St. Mary's expanded public policy and workforce development role.

**MARYLAND ASSOCIATION OF
COMMUNITY COLLEGES**



**Maryland Higher Education Commission
Goal 3 Presentation**

February 12, 2002

**Pat Stanley, President
Frederick Community College**

While some Applied Research is done at Maryland community colleges, it is not a primary tenant of our mission, thus we decided to concentrate our remarks on Goal 3: CONTRIBUTE TO THE FURTHER DEVELOPMENT OF MARYLAND'S ECONOMIC HEALTH AND VITALITY

Under the Capabilities section of the 2000 Maryland State Plan for Postsecondary Education, the community college statement includes these words, " Within their service areas, community colleges serve as the primary provider of workforce training." Goal 3 is a very important part of our mission and much effort goes into addressing that goal.

Toward that end, the community college presidents have had a goal to "promote Community Colleges State-wide with a focus on Economic Development, Workforce Training, and Services/Mission."

In the past two years the colleges collectively have:

- 1) Worked with DBED in a pilot promotion related to IT training. The joint marketing campaign focused on the ability the community colleges have to provide customized training for business and included two months of state-wide radio announcements, development of a large billboard in the concourse of BWI, a new display booth featuring the marylandtraining.com website, and a major article in the "Doing business in Maryland" publication.**
- 2) Developed a logo, style, etc., for recognition of Maryland community colleges which is used on our Guidebook, conference displays, MACC publications, name tags, etc.**
- 3) Produced a Guidebook describing the college programs collectively and individually. Special emphasis is a listing of all 115 statewide programs the community colleges offer to Maryland citizens.**

- 4) Completed the Strategic Visions addressing Maryland's Critical Workforce Shortages that is currently being implemented.
- 5) Developed a plan, based on the Strategic Vision's primary workforce needs identified by the Governor's Workforce Investment Board (GWIB), to hold regional college/industry conferences around five of the six identified cluster occupations. The first addressing BioTechnology drew over 200 participants and identified the needs of the many industry participants who were present.
- 6) Recently completed initial work with MHEC staff – particular thanks to Judy Hendrickson and John Sabatini – the following recommendations for all 16 colleges to follow as approved and supported by MCCCCEO on January 18, 2002:
 - a. Establish consistency in terminology, standards, and protocols for informal awards certifying students' satisfactory completion of courses or sequences of courses that are either noncredit or less than 12 semester hours of credit.
 - b. Establish a transcript(s) that reports both credit and noncredit courses and clearly indicates the students' attained level of academic achievement.
 - c. Develop a data collection system that will be used to store, analyze and adequately report informal awards.

Implementation is already underway.

- 7) Developed a partnership with the Maryland Chamber of Commerce to assist in our capabilities and promotion to businesses.

Groups of Maryland community colleges are also working together to advance the state's economic health and vitality. Two examples follow:

- a. The six colleges in the greater Baltimore area have allied with the Greater Baltimore Alliance to offer workforce training and development to regional companies through the cooperative efforts of the six colleges with one primary contact at GBA. Additionally, Howard Community College specifically developed a degree in photonics to meet the needs of regional companies who are developing this emerging technology.
- b. Frederick Community College is the lead college in a state contract with the Department of Human Resources and the Department of Social Services to provide computer skill development training for 2,600 employees. The 1.5-year contract involves 12 Maryland community colleges to deliver the instruction statewide in partnership with I/Tech Services; a Frederick based company that has now partnered with over 120 community colleges across the country to deliver computer training. FCC was the first partner.

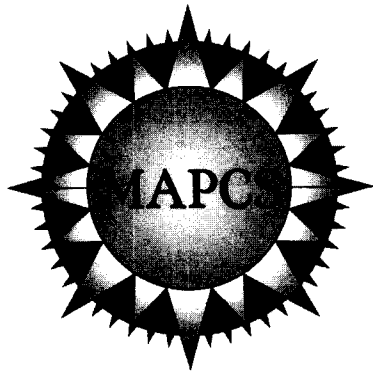
Each community college in Maryland works within their communities to meet specific needs for training and workforce development that contributes to the local economy. These projects

and programs are as varied as the communities served. For example, Baltimore City Community College has implemented a Construction Supervision Associate degree program to meet a huge employer demand for these individuals. Construction was one of the five critical shortage areas identified by the Governor's workforce Investment Board and highlighted in the green MACC publication.

Conclusion

Maryland's community colleges work diligently to address the very important Economic Development aspect of our mission. We benefit greatly from the support we receive from MHEC and our colleagues in higher education, as well as, DBED and other state and local agencies and groups. As a segment of higher education, we "Contribute to the Future Development of Maryland's Economic Health and Vitality."

**MARYLAND ASSOCIATION OF
PRIVATE CAREER SCHOOLS**



Maryland Association of Private Career Schools

MARYLAND HIGHER EDUCATION COMMISSION 2000 Maryland state Plan for Postsecondary Education

GOAL 3 CONTRIBUTE TO THE FURTHER DEVELOPMENT OF THE STATE'S ECONOMIC HEALTH AND VITALITY

3.1 Objective – Address current and future workforce demands by producing graduates and credentialed individuals to address business and industry needs.

3.11 Strategy: Increase the State's numbers of highly educated and trained citizens.

Private Career Schools in Maryland graduate nearly 20,000 individuals annually from a variety of programs, all of which are designed to prepare students to enter their chosen career field. These schools typically place nearly 80% of these students in businesses throughout the state.

3.12 Strategy: Partner with business and industry to identify emerging economic needs and careers and to develop curricula in postsecondary education.

PCS typically include members of the business community on Boards of Directors and curricula development panels in order to ensure that students are trained in programs that add value to the businesses that hire graduates. These schools work closely with employers to identify new trends and then alter their programs to identify needed changes to curricula being offered to the students.

3.13 Strategy: Develop and improve programs in areas of identified work force shortages.

While private career schools continually improve programs in the discipline they are approved to offer, it is not part of their mission to branch out into other areas of study. Part of their strength is to offer excellent programs in a one or a few disciplines.

3.14 Strategy: Refine educational programs to meet the expectations of business and industry with regard to skills and general educational needs, such as computer proficiency, communications and team building skills.

As was discussed earlier, schools are continually in communication with business and industry to learn about new and emerging fields. There are several computer technology schools in the

private career school segment, and all of these schools as well as others encourage their teachers to use a variety of methods throughout the course of study to incorporate communication and team building skills in their curricula.

3.15 Strategy: Adopt flexible processes that permit rapid response to market needs.

While schools continually strive to improve curricula, they can only be as flexible as the Commission allows, as changes to curricula must be approved by Commission staff.

3.16 Strategy: Examine and experiment with various forms and types of degrees, certificates and credentials.

Again, any changes must be approved by the Commission, and our schools are only permitted to offer certificates in previously approved programs.

3.18 Strategy: Forecast hiring needs and disseminate information to high schools, colleges, universities and private career schools.

This strategy was formulated for the Commission's staff to fulfill, and private career schools continually look forward to receiving such information in order to be responsive to business and industry needs.

3.19 Strategy: Continue the State's commitment to rapid program approval process to meet the dynamic needs of the work force.

This strategy is of utmost importance to the private career school segment, whose mission is to provide students up to the minute curricula that will provide the students with the tools necessary to meet today's employment needs.

Statement by the
FACULTY ADVISORY COUNCIL
of the
Maryland Higher Education Commission
on
GOAL 3
of the
State Plan for Higher Education:

**“To contribute to the further development of
Maryland’s economic health and vitality”**

GOAL 3: CONTRIBUTE TO THE FURTHER DEVELOPMENT OF MARYLAND'S ECONOMIC HEALTH AND VITALITY

3.1- Address current and future work force demands by producing graduates and credentialed individuals to address business and industry needs.

Currently:

Maryland's post-secondary institutions play a vital role in developing a quality workforce. The University System of Maryland (USM) enrolls nearly 107,000 students (79,288 undergraduate, 27,486 graduate/professional, total 106,774: 1998 figures from the USM web page). In addition, the independent institutions enroll 23,400 full-time and 18,642 part-time students for a total of over 42,000 students (*Statewide Economic Impacts of the State-Aided Institutions of the Maryland Independent College and University Association*, prepared for MICUA by Bay Area Economics, January 30, 2001), and the community colleges enroll 103,000 students in credit programs (80% transfer, 20% career) and around 300,000 in customized training and lifelong learning (*Addressing Maryland's Critical Workforce Shortages: A Strategic Vision from Maryland's Community Colleges*, Maryland Association of Community Colleges, July 2001). Education is accessible, with USM, independent institutions, and community college campuses located in all areas of the state, and offering instruction in a range of formats and at various tuition levels.

Traditional classroom instruction is available daytimes, evenings, weekends, and, in some specialized areas, shifting with changing employee work schedules. For students who either cannot or prefer not to attend traditional classes, Maryland's institutions have developed an ever-increasing menu of courses and programs presented in web-based, web-classroom hybrid, and other forms of distance learning. In some specialized career programs (e.g., emergency medical services and fire service technology) some components may be offered in conjunction with outside agencies specializing in these areas. Maryland's colleges serve a wide variety of students, including traditional age students, adult learners and careers changers, as well as a diversity of racial and ethnic groups. Community colleges open doors to less prepared students by offering Academic Skills Enhancement (ASE) and developmental instruction, preparing these students to enter college-level courses.

Institutions in all three segments provide a range of academic programs, including those identified as crucial to the Maryland economy. Areas of focus include teacher education, nursing and allied health, information technology, biotechnology, engineering and business innovation, entrepreneurship, construction and tourism. The Maryland community colleges participate in an interactive web site, hosted by Howard Community College, that encourages employers and students to explore employment opportunities in various high-demand fields and to identify educational resources relative to those opportunities.

A number of cooperative arrangements maximize both access and efficiency. MarylandOnline (MOL), which has subsumed the Maryland Community College Teleconsortium (MCCT), provides access to affordable distance education across the state. There are multi-college consortia for high-cost programs in allied health, such as the Carroll-Frederick-Howard Community College *Mid-Maryland Allied Healthcare Education Consortium* and *Chesapeake Area Consortium for Higher Education (CACHE)* consisting of the College of Southern Maryland, Anne Arundel Community College, and Chesapeake College. The new Associate of Arts in Teaching (AAT), which increases access to teacher education degrees, and the Bachelor of Professional and Technical Studies (BPTS), permitting students with Associate of Applied Science degrees to articulate without loss of credit, are examples of cooperation between two-year and four-year institutions.

Challenges:

The challenges facing Maryland's colleges are many. Employers and students have diverse educational goals. While many are traditional students completing Associate, Bachelor, graduate and/or professional degrees, many do not have a degree as their immediate or long-term goal. These students may be developing skills for an entry-level position, updating or diversifying knowledge or skills for a current career, or changing careers completely. These individuals may meet their goals by completing a single course or sequence of courses, which may be offered either as credit courses or through continuing education. Maryland's system of higher education institutions must continue to develop programs at all levels, including continuing education, letters of recognition, certificates and degree programs, to serve the needs of the business community. In addition, the modes of delivery must continue to expand to maximize access and efficiency.

Regulating agencies, such as MHEC, are working with institutions to examine new ways to measure success and insure quality. For instance, indicators such as graduation rates, a traditional measure, may not be significant if students are not seeking degrees. Artificial or outdated constraints, such as required seat-time and adherence to a traditional semester calendar, inhibit rather than foster innovation.

Funding remains a priority. Those areas identified as crucial to state economic development include a number of high-cost programs. Colleges must support programs that require expensive equipment that must be continually updated, as well as attract and retain quality faculty and support staff with salaries that are competitive with the private sector. This funding crisis may be partially offset by colleges continuing to forge consortia to maximize efficient use of funds while increasing access and serving students in convenient ways.

Having programs available does not ensure enrollment. Students are more likely to choose a path that minimizes barriers. Therefore, colleges must continue addressing transfer and articulation issues and developing ladder programs between the high schools,

the community colleges, and the four-year institutions. Advertising, an expensive undertaking, is often accorded low priority in comparison to other financial needs. However, a large number of potential students never make use of the diverse educational opportunities available simply because they are unaware they exist. Once enrolled, colleges must focus on retention efforts for high-risk students early in their college careers, prior to entrance into the technical or clinical portion.

Recommendations:

- *Support funding for critical programs while also supporting the development of partnerships and articulation agreements that minimize redundancy and increase access*
- *Encourage continuing efforts to eliminate barriers to curricular innovation, innovative course delivery, and streamlined approval processes.*
- *Eliminate barriers to students by removing outdated regulatory constraints including seat-time requirements and adherence to traditional semester calendars.*
- *Expand measures of accomplishment for individual institutions to reflect the mission of the college and the educational goals of students.*

3.2-Provide the ongoing educational programs and services that employees and employers require for upgrading the skills of the workforce.

Currently:

All three segments currently provide comprehensive and coordinated workforce development and business services, including professional and para-professional development courses and workshops, both degree and non-degree and both on-campus and on-site, in such areas as engineering, information technology, teacher development, and other educational technology, management and legal studies. Colleges offer a range of post-graduate programs needed for the upgrading of knowledge and skills of workers in such fields as teaching, technology, business and non-profit management and nursing.

Partnerships with state and local governments provide workforce development programs for low-income workers and former welfare recipients. Innovative programs designed to encourage individual economic self-sufficiency, such as a transportation project that links city residents to suburban employment opportunities, have been created. The continuing education components of the community colleges are particularly responsive to the business community, assessing needs in any area, and developing specific contract training or general course offerings to meet those needs.

Challenges:

To assist Maryland businesses in maintaining a competitive workforce, colleges must build and maintain state-of-the industry equipment and training labs and develop and maintain an infrastructure to deliver instruction in new and innovative ways, especially

on-line. With current facilities there is some laboratory redundancy between programs, especially between credit and continuing education.

Employers are increasingly evaluating potential employees based on credentialing other than the traditional college degree, such as Microsoft Office User Specialist (MOUS), A+ certification, and Certified Nursing Assistant. However, the certifying institutions maintain and report these certifications inconsistently.

Recommendations:

- *Support funding for on-line infrastructure and laboratory development.*
- *Encourage more cooperation between credit and continuing education divisions to maximize efficiency of labs and personnel.*
- *Encourage and facilitate cooperation between the public segments of higher education and independent institutions to further this objective.*
- *Examine ways of validating competencies developed and certifications earned in the continuing education arena by standardizing the use of transcripts of some form.*

3.3- Promote the commercial applications of academic research results and institution-developed technology.

Currently:

MICUA institutions have established businesses throughout the state, including at least 14 high-technology companies. The major independent research-oriented institution, The Johns Hopkins University, has a national reputation for commercial application of academic research and institution-developed technology, particularly in the fields of pharmacology, medicine, and bio-technology. Maryland Institute College of Art graduates have founded several technology-based companies, as have graduates of Washington College and St. John's College, and graduates of Baltimore International College have opened restaurants, bakeries and other food service operations. The USM has a number of entrepreneurial enterprises, including the Engineering Research Center. This objective is not generally applicable to community colleges.

Challenges:

Challenges in this area are similar to those for 3.4 and will be discussed following that objective.

Recommendations:

- *Recommendations in this area are similar to those for 3.4 and will be discussed following that objective.*

3.4-Promote entrepreneurial activity by faculty, departments, and institutions.

Currently:

Entrepreneurial activity may be defined in two ways. Individuals and groups who have control and move things forward are entrepreneurs. Faculty should be the driving force of an institution, leading the development of new and responsive educational programs that ultimately provide an educated workforce. The ability of faculty to find the time or institutional support for these activities varies widely between segments as well as between organizations within segments. Faculty assignment policies are fairly consistent between the community colleges, although the definition and constraints on release time vary widely. Faculty assignment policies at four-year institutions vary considerably, as different expectations are appropriate based on scale and program. For all institutions, the ability for faculty to be entrepreneurial becomes even more of an issue when an ever-increasing proportion of the faculty is part-time and the work of maintaining the institutions falls to fewer and fewer full-time faculty.

Entrepreneurial activity may also be defined as producing something that has value in the marketplace, such as patents or the commercial enterprises mentioned previously. From that discussion, it is clear that, while the great research institutions lead the way, many other institutions have some programs in place.

In both cases, the question of intellectual property rights is involved; faculty producing on-line courses, new programs, or other educational products are as concerned with this issue as those researchers producing commercially valuable patents. The Board of Regents for the University System of Maryland has been working on a policy for some time, and many other institutions are struggling to produce equitable plans. However, at this point there is little consistency between institutions or agreement between faculty and administration.

Challenges:

Entrepreneurial activity, by either definition, is threatened by an increasing shortage of manpower with regard to full-time faculty, and the perception by some that faculty positions only involve teaching. Finding sufficient support, in terms of time as well as technical support (instructional development specialists, clerical and computer support, etc.), will be necessary.

The recruitment and retention of the finest faculty involves many factors, including a clearly defined, equitable and consistently applied intellectual property policy.

Recommendations:

- *Publicly support the concept that faculty do more than teach, and should be encouraged and compensated for efforts to move education forward.*

- *Develop guidelines and a template for an intellectual property policy that would promote consistency across various institutions and segments where appropriate, yet allow some modifications related to individual institutional mission and departmental needs.*
- *Develop intellectual property policies and practices at each institution that would promote faculty participation in entrepreneurial activity rather than discourage it.*
- *Ensure intellectual property policies and practices are in place prior to the production of any educational product.*

3.5-Collaborate with business to identify and take advantage of opportunities to stimulate and reinforce the growth of Maryland's economy.

The Maryland Department of Business and Economic Development may best address this objective.

Statement by the
FACULTY ADVISORY COUNCIL
of the
Maryland Higher Education Commission
on
GOAL 4
of the
State Plan for Higher Education:

“To support and encourage basic and applied research”

GOAL 4: SUPPORT AND ENCOURAGE BASIC AND APPLIED RESEARCH

4.1 Objective: Support basic research and scholarly activities to expand the current body of knowledge.

Currently:

Maryland research institutions include those ranked:

- first in the nation in graduate biomedical engineering and in public health, and the 2nd-ranked in medicine (Johns Hopkins University),
- the 18th-ranked in graduate level engineering, also in the Top Ten in artificial intelligence, in database development, and in software development (University of Maryland, College Park),
- the 21st-ranked in undergraduate business programs with Top Ten national rankings in management, in information systems, and in e-commerce (University of Maryland, College Park),
- the 22nd-ranked in undergraduate engineering programs nationally also in the Top Twenty-five in public universities nationwide (University of Maryland, College Park)
- the 23rd-ranked worldwide for MBAs, the 19th in U.S. business schools, also in the Top Ten *worldwide* in IT and 7th *worldwide* in Entrepreneurship (The Robert H. Smith School of Business at the University of Maryland, College Park),
- the 10th-ranked nationally in the number of African-Americans earning M.A.s (Bowie State University),
- among the Top Ten in Nursing, in Pharmacy, and in several law programs (University of Maryland, Baltimore),
- 9th in research funding among public medical schools (School of Medicine, University of Maryland, Baltimore)
- 1st in research funding from the National Institutes of Health and NASA (Johns Hopkins University)

Maryland ranks first in the nation for Ph.D.s in biological and in agricultural and in health sciences, second in computer and mathematical sciences, and fourth in physical sciences. One institution (*University of Maryland, Baltimore County*) tops all other public research universities for bachelor's degrees in Information Technology and also for graduating the most women in this field.

Maryland's research institutions aggressively pursue outside funding. College Park's College of Computer Science, Math, and Physical Sciences (CMPS) alone receives over \$70 million annually in competitive grants, and about \$300,000,000 university-wide. The John Hopkins University receives around \$500 million per annum, much of it for classified defense research conducted at the Applied Physics Lab. There is a high correlation between the aggressive research stance of Maryland universities and their high success rate in attracting R&D funds.

The State contributes funding to hire faculty, to support research facilities, and to fund programs. Its research commitment appears to be institutional--in maintaining faculty positions, facilities, and programs--rather than specific to research initiatives. There is unarguably a high correlation between the State's funding of research institutions and their high success rate.

Challenges

1. Some research facilities, such as the MD Agricultural Experiment Station, have not had an increase in funding in ten years, despite the increasing complexity of their work and the demands of inflation. They are concerned about their "ability to meet the statutory agricultural and national research needs of the State" (email survey, MHEC-FAC 10 December 01), as required by state and federal law.

Maryland universities work to protect the food supply and the population from pathogens and toxins, study the geosphere, and, also, develop the software, artificial intelligence, and aeronautics engineering that increase the Maryland tax base. The State has a demonstrated record of success in this work.

The State benefits broadly from the research and scholarly inquiry of the faculty members in the higher education institutions of the State, both through the enhanced quality of the instruction that our students receive and through the benefits to Maryland citizens and our society from such scholarship and research.

2. The Maryland Higher Education Commission has expressed concern, in its prologue to the Goal 4 Objectives, about the commercialization of the intellectual property of research faculty.
 - a. The State's share of the profits is unclear when based on facilities that it maintains but where the research is funded privately, federally, or corporately by out-of-institution grants.
 - b. Neither the State nor the faculty has a choice about acquiring expertise: we, our departments, and our students become non-competitive if we do not.
 - c. Expertise derives from study as well as experiment, and no one has yet quantified the value, in terms of remuneration or of obligation, of the upkeep reading or of the free speculation necessary in order to create. Equally abstract is the obligation of transmitting essential knowledge to the next generation.
 - d. The issues of intellectual property rights of faculty members in colleges and universities are evolving in an age of web sites and enhanced telecommunication. Recent changes in the Federal copyright law have brought into question the faculty member's well-recognized right to write textbooks and monographs, to keep the copyright, and to collect royalties.

- e. It is inconsistent with the goal of free inquiry, which is “central to the university’s role in society” (State Plan, Prologue to Goal 4 objectives), to discourage research and entrepreneurship among its faculty members. Using the university as a “powerful tool for economic development” obviates its primary role, which is the “pure pursuit of knowledge vital to creative societies.” It is not in the interest of the universities nor of the State to discourage, regulate, or limit research and/or freedom of inquiry through restrictive intellectual property rights policies.

Recommendations

1. *We urge the expansion of state funding of research to the level required to meet “the statutory research needs of the State.”*
2. *We recommend that policies and practices on intellectual rights promote basic research and scholarly activities rather than discouraging these activities. Institutions should recognize their interests in encouraging their faculties to exploit advances in research and modern technologies in their teaching and scholarship.*
3. *Guidelines and a template for policies and practices in treating intellectual property rights would be helpful, and one is offered by the American Association of University Professors. Guidelines and practices concerning intellectual property rights should be developed jointly by the institutions and faculty members and should be written so as to promote basic and applied research. (A discussion of some of these issues is offered at the American Association of University Professors web site at: <http://www.aaup.org/Issues/index.htm>).*

4.2 Support and employ existing and emerging applied research to address societal problems.

Currently

The interface between research and government is already apparent in specific initiatives found on web-pages of institutions as diverse as College Park's geology program, the MD Agricultural Experiment Station, and UMdB's Center for Intellectual Property. Free public lectures, legal data, and training for consumers are offered by these and more institutions.

Institutions take the initiative in providing expertise to the government. For instance, College Park recently announced the formation of a Council on Security and Anti-Terrorism, comprising a broad spectrum of sources of expertise (sciences, engineering, public health informatics, biology and genetics, politics, information studies, criminology, agriculture, and conflict management, among others).

Challenges

The need for web-pages that orient the public is already being met by many public institutions.

Recommendations

1. *We recommend the use of the internet in undergraduate and secondary instruction, to guide learners to academic and government sources and to insure the technological sophistication of our citizens and their critical use of the internet.*
2. *We recommend the emulation of the MD Agricultural Experiment Station's "HomeWork" Assistance program, i.e., materials and workshops prepared for the consumer.*
3. *The State should emphasize research in public health, in the environment, and in public policy, in particular, in its continued support for basic research.*

4.3 Objective - Link research and the educational process more closely.

Currently

We have a two-tiered system of public and private institutions, i.e., research institutions that emphasize both teaching and research, and other institutions that self-identify as teaching institutions, i.e., most of the independent colleges and universities and probably all the Community Colleges. These differ in their strategies and their rate of success at obtaining research funding. The rate of success in Maryland research institutions is excellent, as noted above, in Objective 4.1.

Challenges

Research institutions and teaching institutions, both, tend to have grants offices on campus. Teaching institutions use their grant offices for institutional support, because of their size and limited means. Landing a research grant depends on faculty initiative alone, most frequently due to the experience of senior faculty and to the growing expertise of younger conference-bound and "connected" faculty.

Research is fostered in departments with a full complement of tenured and tenure-track faculty whose institutional support permits them to sustain research and to involve their students, graduate and undergraduate, in their activity.

Recommendations

1. *A more intensive sharing of information about funding sources and specific initiatives is needed to exploit faculty talents for pursuing research and involving undergraduates in it.*

2. *Stable departments with tenured and tenure-track faculty are needed, not those staffed by part-time faculty with diminished access to professional development or even contact with their own departments and colleagues.*

4. 4. Objective: Bring research to bear more effectively on local, state, federal, and international efforts to address public policy issues.

Currently

The State has a strong interest in investing in academic scholarship and research, the discovery of new knowledge, as well as investing in the teaching of what is already known. The benefits of this inquiry are not only measured in "increased knowledge, understanding, creativity, and growth of the human spirit," but also in the application of new knowledge in industry, government, education, and non-profit organizations.

Challenges

The federal government relies primarily on research contracts and grants to support the development of new knowledge in areas of perceived public needs and generally does not support the building of the core academic competencies itself. The institutions of higher education with the best-developed core competencies in these areas are the ones which secure the federal funding for these projects. State institutions of higher education must rely on the State to provide the resources needed to build and maintain core research and scholarship competencies.

Recommendation

Recognizing that faculty scholarship and research are an investment essential to the well being of the State, Maryland should support these efforts on a regular and continuing basis. State and local governments can then very effectively utilize the same contract and grant mechanisms that the federal government uses to achieve its specific goals.



AGENDA ITEM SUMMARY

Parris N. Glendening
Governor

John J. Oliver, Jr.
Chairman

Karen R. Johnson
Secretary of Higher Education

SUBJECT: Report on Programs Reviewed from October 16, 2001 to January 21, 2002

COMMITTEE: None

DATE OF COMMISSION MEETING: February 12, 2002 **STAFF:** Dr. John A. Sabatini, Jr.
Dr. Michael J. Kiphart

SUMMARY: From October 16, 2001 to January 21, 2002, the Secretary of Higher Education acted favorably on 3 degree and 2 certificate programs at independent colleges and universities; 11 degree and 1 certificate programs at public four-year colleges and universities; and 9 degree and 8 certificate programs at public community colleges. In addition, requests were approved to discontinue two academic programs. Proposals for 4 off-campus programs and 1 out-of-state institution were also reviewed. The Secretary also approved 1 new private career school and 6 new certificate programs to be offered by approved private career schools.

RECOMMENDATION: This item is for information only.



MEMORANDUM

Parris N. Glendening
Governor

John J. Oliver, Jr.
Chairman

Karen R. Johnson
Secretary of Higher Education

DATE: February 12, 2002

TO: Maryland Higher Education Commission

FROM: Karen R. Johnson, *[Signature]*

STAFF: Dr. John A. Sabatini, Jr.
Dr. Michael J. Kiphart

SUBJECT: Report on Programs Reviewed from October 16, 2001 to January 21, 2002

During the past few months, the Secretary of Higher Education acted favorably on 3 degree and 2 certificate programs at independent colleges and universities; 11 degree and 1 certificate programs at public four-year colleges and universities; and 9 degree and 8 certificate programs at public community colleges. In addition, requests were approved to discontinue two academic programs. Proposals for 4 off-campus programs and 1 out-of-state institution were also reviewed. The Secretary also approved 1 new private career school and 6 new certificate programs to be offered by approved private career schools.

I. PROGRAMS FAVORABLY REVIEWED AND APPROVED OR ENDORSED

Independent Colleges and Universities

Baltimore Hebrew University

Master of Arts in Jewish Communal Service (Endorsed 11-30-01)

The program has as its major educational objective to create the ideal professional for the Jewish "civil service." A graduate from this program will be grounded in classical and modern Jewish studies as well as in the interpersonal skills needed to succeed in an agency environment. Students will participate in a series of internships which are essential to professional training. Over a period of two years, students will be placed in a variety of agencies where they will be supervised by qualified professionals in the field as well as by members of the University's academic faculty.

Capitol College

Master of Science in Network Security and two Post-Baccalaureate Certificates in: Security Management and Network Protection (Endorsed 10-29-01)

These three programs provide state-of-the-art education in network security systems and information assurance. The student will receive a complete presentation of network security issues and solutions to be able to effectively manage a network security program.

Johns Hopkins University

Bachelor of Science in Environmental Engineering (Endorsed 11-14-01)

The program includes core educational sections in mathematics, humanities and social sciences, general engineering, engineering design, basic science, and environmental engineering. Students also make take upper division courses in four concentration areas: Environmental Management and Economics, Environmental Engineering Science, Environmental Transport, and Environmental Health Engineering. The program requires training in design involving the synthesis of more than one field to solve open-ended problems.

Community Colleges

Anne Arundel Community College

Associate of Applied Science in Cybercrime (Approved 01-21-02)

Lower Division Certificate in Cybercrime (Approved 01-21-02)

The major purpose of these programs is to provide students with an understanding of and a background in technology and the ability to integrate technical knowledge and skills with crime prevention, detection, and prosecution. Cybercrime is an increasing problem that requires special individuals with the necessary technical and investigative skills to combat these criminals. The coursework will provide students with technical skills and a thorough body of knowledge in cybercrime prevention, criminal investigation, and evidentiary presentation.

Associate of Applied Science in Law and Jurisprudence (Approved 01-21-02)

The program is designed to prepare students with a strong legal and liberal arts education to facilitate transfer to a college or university for a bachelor's degree and, possibly, a juris doctorate or other graduate degree. Students will be provided with a strong liberal arts background, will gain knowledge and insight into the building blocks of the American legal system, and will refine their critical thinking and analytical skills.

Cecil Community College

Associate of Applied Science in Transportation and Logistics (Approved 01-07-02)

Lower Division Certificate in Transportation and Logistics - Commercial Transportation

Lower Division Certificate in Transportation and Logistics – Materials Management

The programs are designed to help fill the critical need for transportation, distribution, and logistics professionals for Maryland and the surrounding region. Upon completion of the programs students will be able to solve problems using the decision-making skills of an entry-level or mid management professional in the field. These skills involve understanding and applying industry computing applications, basic business and management principles, terminology in the industry, and effective communication skills. Internship and cooperative training experiences are available for students in the transportation and logistics field.

College of Southern Maryland

Associate of Applied Science in Massage Therapy (Approved 10-29-01)

The program in Massage Therapy is designed to provide students with the knowledge of physiology, massage techniques, and clinical experiences to be licensed as massage therapists. Students will develop skills that will enable them to maintain effective professional working relationships with other members of health care teams. Graduates of the program will be prepared to meet the requirements of national and Maryland licensure.

Lower Division Certificate in Medical Coding Specialist (Approved 11-14-01)

This certificate program is intended for the student who is interested in an entry-level allied health profession associated with the field of health information documentation. Students are trained in classifying medical data from patient records to assign numerical medical codes using current medical coding systems. Graduates are eligible to take the national Coding Specialist Certification examination.

Associate of Applied Science in Criminal Justice (Approved 12-10-01)

Lower Division Certificate in Criminal Justice (Approved 12-10-01)

Lower Division Certificate in Security Management – Statewide (Approved 12-10-01)

These programs prepare students to qualify for employment as a police officer, security officer, or corrections officer. Students will learn how to interact with other agencies, communicate clearly in writing and orally, work with data, investigate cases, present cases in court, and plan and organize security operations. Criminal justice and security management are two of the fastest growing career fields worldwide.

Associate of Applied Science in Manufacturing Technology – Statewide (Approved 12-10-01)

The program will provide students with the necessary background to be technicians in a production environment. Students will take required coursework in manufacturing processes, computer integrated manufacturing, quality control, production planning, inventory control, and team oriented project management. Manufacturing technology graduates will be prepared for employment as manufacturing technicians, quality assurance technicians, energetic technicians, or first-level supervisors of production operations.

Howard Community College

Associate of Applied Science in Photonics Technology (Approved 01-07-02)

Lower Division Certificate in Photonics Technology (Approved 01-07-02)

Photonics is the science and technology of the controlled flow of light particles for application in many fields, including data transmission, optical computing and switching, and lasers. Students will acquire a working knowledge of the theory of light, geometric and physical optics, transmission and detection of light, electronic circuits, and data communications theory. Photonics is a rapidly growing domestic and international field offering many employment opportunities for graduates.

Wor-Wic Community College

Associate of Arts in Teaching (AAT) in Elementary Education (Approved 01-15-02)

Wor-Wic Community College is one of eight community colleges currently approved to offer the AAT degree. The concept was developed collaboratively by two-year and four-year higher education faculty from Maryland colleges and universities in response to Maryland and national workforce needs. The AAT will provide a seamless articulation process in which students may transfer their credit hours toward a variety of four-year teacher certification programs throughout the State. The program was developed to meet the goals and outcomes established for elementary education by state and national agencies and accrediting associations.

Associate of Applied Science in Emergency Medical Services (Approved 01-21-02)

Lower Division Certificate in Emergency Medical Services (Approved 01-21-02)

This program will provide the Lower Eastern Shore region of Maryland with graduates prepared to work as nationally and State certified emergency medical technicians and paramedics. The program will provide the students with the knowledge and competencies required to provide quality emergency pre-hospital care. Graduates are prepared to take the national and state certification examinations.

Public Four-Year Colleges and Universities

Bowie State University

Bachelor of Science in Computer Technology (Approved 11-16-01)

The program is designed for the student whose primary interest is in applying available technology. Graduates will be prepared to combine knowledge of computer tools and technology with expertise in effective communication for success in a number of applied settings. Students will be proficient in a number of areas including: Database development and administration or computer networking and systems administration; effective communication; computer solutions; problem solving; and software module development.

Coppin State College

Bachelor of Science in Political Science (Approved 11-14-01)

The program in political science is a traditional path to careers and graduate preparation in the human services. This program realigns the course offerings to replace the currently offered concentration in political science. The political science program will provide students specific and unique understanding of the urban environment and the various aspects of culture and public life.

Bachelor of Science in Sociology (Approved 11-14-01)

The program in sociology will provide students with a traditional major in sociology as well as specific and unique approaches to understanding the urban environment and the various aspects of culture and social change. Students will pursue research and growth opportunities in cultural analysis and social change. This program realigns the course offerings to replace the currently offered concentration in sociology.

Frostburg State University

Bachelor of Science in Urban and Regional Planning (Approved 01-15-02)

The program is designed to help students prepare for careers in urban and regional planning. Frostburg State University has been offering instruction in urban and regional planning for more than forty years and has restructured and formalized its program in this bachelor's degree. In addition to many skills and values, students will gain knowledge of the structure of and functions of urban settlements; the history and theory of planning; the administrative, legal, and political aspects of planning and policy implementation; and practical knowledge of a specialized area of planning.

Salisbury University

Bachelor of Arts in Environmental Issues (Approved 01-15-02)

Salisbury University is located between the Chesapeake Bay and the Atlantic Ocean. This location provides the University with the opportunity to take a leadership role in the development of environmental programs. The Environmental Issues Program will be interdisciplinary with students gaining an understanding of a multitude of environmental issues from the perspectives of the liberal arts, social sciences, and natural sciences. The program will build in the students the skills and confidence necessary to take environmental initiatives from idea to implementation.

University of Maryland, College Park

*Post Baccalaureate Certificate in Museum Scholarship and Material Culture
(Approved 01-15-02)*

The program will equip graduate students in a range of fields to make the most effective use of museums and museum resources in both scholarship and professional activities. Students will be made more aware of museum scholarship activities and will be more valuable to employers in museums and related institutions. The program augments graduate work in American Studies, Anthropology, Historic Preservation, and History by training students to understand the particular challenges, issues, and opportunities encountered when conducting and presenting material culture in the museum environment.

Doctor of Philosophy in Urban and Regional Planning and Design (Approved 01-15-02)

This interdisciplinary program builds on and advances existing graduate programs at the university in Community Planning, Architecture, Historic Preservation, and Landscape

Architecture, and draws on resources from such disciplines as Economics, Geography, Civil Engineering, Government, Public Policy, and Anthropology. The program will provide advanced study to students whose goal is to teach at the university level, conduct advanced research, or serve in decision making roles in the areas of land use planning, growth management, urban spatial structure, urban design, or community planning.

Morgan State University

Doctor of Philosophy in English (Approved 11-07-01)

The doctorate in English program will prepare graduates for careers in teaching, research, and professional writing. Students will be exposed to and develop skills in high quality research, critical analysis, teaching and instructional methods, and professional writing.

University of Maryland Baltimore County

Bachelor of Science in Bioinformatics and Computational Biology (Approved 11-28-01)

The program combines parts of mathematics, computer science, and information theory with molecular and structural biology. This new field has both basic and applied science goals related to many areas of which the following are a few: the identification of genes and prediction of the properties and products of these genes; design of pharmaceuticals; analysis of complex gene systems; and creating mathematical models and computer programs to make biology more quantitative and precise.

University of Maryland Eastern Shore

Bachelor of Science in Exercise Science (Approved 11-16-01)

The program intends to insure that its students acquire a comprehensive understanding of and working knowledge of the exercise science profession and prepares students to be skilled and competent professionals in serving the community, utilizing research and technology as driving agents for individual and community improvement. Graduates of this program will be prepared to be competent practitioners in a number of areas, including: agency and corporate fitness, clinical rehabilitation, personal trainer, research, athletic training, and coaching.

Doctor of Philosophy in Organizational Leadership (Approved 11-16-01)

Graduates of this program will be fully prepared to plan, guide, direct, and evaluate program and personnel development in governmental, academic, health, and social service organizations. The students will learn to employ ethical standards in all leadership processes, and to serve as leaders who possess the knowledge and skills necessary to facilitate organizational change and maintain organizational effectiveness and efficiency.

Doctor of Physical Therapy (Approved 11-16-01)

The major goal of the program is to educate students to provide the Eastern Shore, State of Maryland, and the nation with competent professionals in physical therapy. The program will

provide students with knowledge, theoretical concepts, research, and clinical experiences necessary to be well-prepared physical therapists.

II. CERTIFICATES APPROVED WITHIN EXISTING DEGREE PROGRAMS

Anne Arundel Community College

Lower Division Certificate in General Technology (Approved 12-12-01)

College of Southern Maryland

Lower Division Certificate in Emergency Medical Services (Approved 10-23-01)

Harford Community College

Lower Division Certificate in Paralegal Studies (Approved 10-31-01)

Johns Hopkins University

Post Baccalaureate Certificate in Program Evaluation (Endorsed 1-10-02)

Post Baccalaureate Certificate in Earth/Space Science (Endorsed 1-10-02)

III. OFF-CAMPUS PROGRAM PROPOSALS

University of Phoenix

Bachelor of Science in Information Technology (Approved 11-05-01)

Master of Business Administration (Approved 11-05-01)

Master of Business Technology Management (Approved 11-05-01)

The University of Phoenix will be delivering its existing degree program on-site to the Higher Education and Applied Technology Center (HEAT) located in Aberdeen, Maryland. The HEAT Center provides needed baccalaureate and graduate programs to the northeastern region of the State.

University of Baltimore

Master of Business Administration (MBA) (Approved 11-16-01)

The University of Baltimore will be delivering its existing MBA degree program to the Southern Maryland Higher Education Center (SMHEC) located in California, Maryland. The SMHEC provides a center for the offering of vital undergraduate and graduate programs to the three-county Southern Maryland region in meeting the area's expanding higher education needs.

IV. OUT-OF-STATE INSTITUTIONS

Strayer University

Strayer University was approved to offer all of the University's approved academic programs at its Anne Arundel county campus. The Anne Arundel campus was the only Strayer University campus that did not previously offer the full range of approved academic programs. All Strayer University sites in Maryland now offer the full range of academic programs approved by the Maryland Higher Education Commission.

V. PROGRAMS DISCONTINUED

Bowie State University

Bachelor of Science in Political Science and two areas of Concentration: Public Administration and General Politics (Approved 11-20-01)

The History and Political Science academic programs were consolidated into a single History and Government program.

Hagerstown Business College

Lower Division Certificate in Nursing Assistant/Unit Secretary (Approved 11-29-01)

Student enrollment was not high enough to maintain the program. There are no students currently enrolled in this program.

VI. NEW PRIVATE CAREER SCHOOLS FAVORABLY REVIEWED AND APPROVED

Savage Neon, Inc.

Six –Week Professional Neon Program (240 clock hours) (Approved 12-18-01)

Savage Neon, Inc.'s mission is to provide and promote comprehensive training in neon tube bending techniques for the development of skills and confidence essential to the graduates' participation in the sign industry. The average graduates of the program will qualify as entry-level neon tube benders and/or pumpers.

VII. NEW PRIVATE CAREER SCHOOL PROGRAMS FAVORABLY REVIEWED AND APPROVED

Advanced Computer Technology Training

A+ (48 clock hours) (Approved 10-22-01)

ACTT's A+ program will provide students with the knowledge and skills needed to pass the two exams (A+ Hardware Service Technician and A+ Operating System Technologies Exam) required for A+ certification. The A+ certification is granted to those who have attained the

level of knowledge and troubleshooting skills that are needed to provide capable support in the field of personal computers. A+ certified technicians are able to install, configure, upgrade, troubleshoot and repair microcomputer systems from various vendors. At ACTT, A+ students not only receive hands-on training, they learn all the fundamentals of hardware as well as software (operating system) essentials. The specific occupational title for which program graduates will qualify is: Hardware Technician.

Cisco Certified Network Associate (48 clock hours) (Approved 10-22-01)

The CCNA program will prepare students for the CCNA Exam 640-507, Interconnecting Cisco Network Devices. The program presents the concepts, commands, and practice required to configure Cisco switches and routers in multiprotocol internetworks. Through lectures, discussions, demonstrations, exercise and laboratory projects, students are given information sufficient to identify and recommend the best Cisco solution for small to medium-sized businesses. Students perform all basic configuration procedures to build a multirouter; multigroup internetwork that uses LAN and WAN interfaces for the most commonly used routing and routed protocols. Graduates of the CCNA program will qualify for the following types of positions: LAN Administrator, Network Support Engineer, and Cisco Network Administrator.

Iseeman, Inc.

CCNA (45 clock hours) (Approved 10-18-01)

The CCNA program prepares students for the CCNA certification (Cisco Certified Network Associate). Cisco Systems Corporation is a leader in Internet networking and offers certifications to demonstrate competency in Cisco technology. The CCNA indicates a foundation in and apprentice knowledge of networking for the small office/home office (SOHO) market. CCNA certified professionals can install, configure and operate LAN, WAN, and dial access services for small networks (100 nodes or fewer), including but not limited to use for these protocols: IP, IGRP, IPX, Serial, Apple Talk, Frame Relay, RIP, VLANs, Ethernet, Access Lists. Students will be eligible for jobs such as Junior Systems Engineer, Help Desk Support, Entry-level Network Administrator, and Network Support Technician. Each student's skills and prior job experience will affect the jobs they are eligible for after receiving their certification.

New Horizons Computer Training Center

Network Security Fundamentals (35 clock hours) (Approved 10-31-01)

This program is designed to prepare individuals for entry-level careers in the computer network security field with salaries about \$20,000 and upward annually. The course is structured with constant hands-on, instructional lab times. There are ten domains covered in the course, covering issues such as: security implementation, route security, and attach methods. Most of the students in this program would be high school graduates, college graduates, people who would like to reenter the workforce, those changing careers, or looking for better job opportunities.

Microsoft Internet Security and Acceleration Server 2000 (14 clock hours)

(Approved 10-31-01)

This program is designed to prepare individuals for entry level careers the computer network security field with salaries about \$20,000 and upward annually. The course is structured with constant hands-on, instructional lab times. The goal of this program is to provide information technology professionals with the knowledge and skills to deploy and manage Microsoft Internet security and acceleration server 2000 in an enterprise environment. Most of the students in this program would be high school graduates, college graduates, people who would like to reenter the workforce, those changing careers, or looking for better job opportunities.

Sheffield Institute for the Recording Arts

Tech Works – Basic System Integration and Maintenance for Audio/Video Applications

(380 clock hours) (Approved 01-07-02)

The objective of the program is to prepare the individual with the basic skills of soldering; identifying and preparing the various types of cable, wire, and connectors; developing a basic understanding of electronics which includes, but is not limited to, the proper use of test equipment, terminology, and signal identification. Students will learn about the audio and video production process and how to avoid some of the pitfalls in equipment care and installation.

Upon successful completion of the program, the graduate will be qualified to apply for entry level employment in the fields of System Integration and Audio/Video Maintenance for one or more of the following positions: Cable Installer, Audio Installer Technician, Video Installer Technician, A/V Equipment Preventive Maintenance Technician.

RECOMMENDATION: This item is for information only.

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